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ABSTRACT

This project was conducted to enable vocational teacher trainees and vocational practitioners and support personnel (e.g., special education teachers, developmental education specialists, counselors) to meet the special vocational needs of disadvantaged and handicapped learners in Oregon schools and colleges. To accomplish this objective, the project assisted vocational teacher educators and special teacher educators to infuse instruction on vocational education for special needs learners into ongoing programs and courses. This support was provided via four components: an on-campus preservice teacher education component, high school and community college courses, and a management and project management component. The project satisfied a heavy demand: 542 clients who represented 172 agencies and institutions were served through activities such as workshops and individual consulting. Recommendations were made for making better use of resources by meeting existing demands from high schools and attempting to create more demand from community colleges by trying to have Federal regulations regarding disadvantaged learners enforced. (KC)

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Final Report of a Special Project

COMPREHENSIVE PERSONNEL DEVELOPMENT PROGRAM ON VOCATIONAL EDUCATION FOR SPECIAL NEEDS LEARNERS

also known as the

Vocational Education Special Needs Project

by

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A. Project Identification.

1. Project Title: Comprehensive Personnel Development Program on Vocational Education for Special Needs Learners (also know as the Vocational Education Special Needs Project).

2. Project Grant Number: 50-004-364.

3. Institution: Oregon State University.

4. Funding Period: October 1, 1983, to September 30, 1984.

B. Background.

The project was a continuing effort in personnel development on vocational education for disadvantaged and handicapped learners. The long-term goal of this effort is to assist high schools, community colleges and other appropriate agencies and organizations to enable potential and actual vocational students with special needs to become employable and employed. Target audiences were vocational and special education teacher trainees, vocational practitioners, and appropriate supportive personnel, e.g., special educators, developmental education instructors, vocational counselors. The project was divided into four components. The components and their goals and objectives were as follows:

1. On-campus preservice component: to enable undergraduate and graduate vocational teacher education students to meet the special needs of disadvantage and handicapped learners.

   1.1 At least 50% of the undergraduate and graduate vocational teacher education students will be able to participate in the development and to implement IVEPs (individual vocational education plans) including using appropriate instructional methods.

   1.2 Plan for providing instruction to students specializing in secondary and adult special education at WOSC on providing

supportive services to handicapped vocational students.

2. High school off-campus component: to enable high school vocational instructors and support personnel to meet the special needs of disadvantaged and handicapped vocational students.
   2.1 At least 70 vocational instructors and support personnel in 15 high schools will be able to meet the immediate needs of disadvantaged and handicapped vocational students.
   2.2 Vocational and support personnel in at least five schools will be able to implement the team approach.
3. Community college off-campus component: to enable community college vocational educators and support personnel to meet the special needs of disadvantaged and handicapped vocational students.
   3.1 At least 30 vocational instructors and support personnel will be able to meet the special needs of their students.
4. Management and project support component: to plan, coordinate, document and evaluate the project; to provide technical assistance to appropriate state agencies and Oregon Department of Education-funded projects; and to disseminate information on project services.

Project activities pursuant to the first component were conducted in the Joint Oregon State University-Western Oregon State College School of Education. Vocational teacher trainees were enrolled in the Department of Vocational and Technical Education at Oregon State University. Special education teacher trainees were students in the Department of Special Education at Western Oregon State College. Project staff members served as guest speakers and assisted faculty members with improving syllabi and acquiring resources to infuse

instruction on vocational education special needs students into their courses and programs. Because of the demand for services from the field, the level of on-campus effort was significantly reduced when compared to prior project years.

The major delivery methods for field-based inservice education activities were individualized consultative assistance and workshops for specific schools and colleges. Clients were located throughout the state necessitating extensive travel by project staff members. Although staff members responded to requests by individuals who had particular concerns with specific special needs students, they expended most of their effort on assisting schools and colleges to organize available resources into comprehensive and systematic curricula that are responsive to the varied needs of handicapped and disadvantaged vocational students. It should be noted that services were provided on a "demand" basis; that is, project staff members placed highest priority on responding to specific requests for assistance, especially those from the field. During the period starting on October 1, 1983, and ending on September 30, 1984, the project served a total of 542 practitioners in the field. These practitioners were employed by 172 different organizations or agencies.

The project is staffed by three persons with academic rank (approximately 2.1 FTE) and one secretary (approximately 0.8 FTE). Practitioners in the field were called on to serve as presenters and resource persons. State specialists for disadvantaged learners and handicapped learners provided technical advice to project staff members.

C. Major Accomplishments and Outcomes.

The project's 1983-84 major activities and outcomes will be discussed in

four parts: (1) on-campus preservice component, (2) high school off-campus component, (3) community college off-campus component, and (4) management and project support component. A summary of accomplishments by activity is presented in Appendix A.

On-campus Preservice Component. During prior funding periods, considerable progress had been made with infusing instruction on special needs learners into two of the department's four vocational teacher education programs. As mentioned above, project staff members expended comparatively little effort during this funding period because of the field-based demands and an unexpected opportunity in the special education teacher training discussed below. The two programs that had been infusing instruction into their on-going courses continued to refine their scopes and sequences and resources with minimal assistance from the project. One of the two other programs has experienced extensive faculty turnover during the past four years. Project staff members met with the new faculty members during the project year to encourage them to infuse special needs instruction into their courses. The longer term intent of these meetings was the development of a comprehensive curriculum plan. As an interim measure, staff members served as guest lecturers in seven classes conducted in this department. This tactic enabled students to acquire some competence while providing role models for the faculty members. At the very end of the funding year, the program embarked on an extensive curriculum review; project staff members have been asked to work with the program's faculty on assuring the instruction on handicapped and disadvantged are implemented in their curriculum.

Prior efforts to enable special teacher education programs to prepare their

students to enable adolescent and adult handicapped learners to become employable and employed met with little success. The recent merger of the teacher education programs at Oregon State University and Western Oregon State College provided the project with direct access to and an opportunity to work with the special education faculty located at WOSC (Oregon State University does not have a handicapped learners programs). The original intent of the project's scope of work for the funding period was to lay the ground work for major curricular revisions during subsequent years. During the project year, project staff members met with WOSC special education faculty members and proposed four new courses and one existing course to them for their consideration. Special education faculty members at WOSC then decided to respond to any RFP issued by the U.S. Department of Education and concerned with preservice preparation of special education teachers on transition from school to work. Project staff members assisted the WOSC faculty members with this unexpected opportunity for the project. The project was funded for two years starting with Fall Term 1984. The syllabi for the four new courses were upgraded and prepared for submission to the OSU curriculum approval process for temporary/experimental offering. The syllabi for the four courses are presented in Appendix B. The four new courses and a special section of the existing VEd 483 (Coordination Techniques for Coorperative Work Experience) were then scheduled for the 1984-85 academic year. The WOSC project will transfer funds to the VESN Project to conduct the five courses.

High School Off-campus Components. The level of demand for assistance from high schools in Oregon too often strained the resources of the project. Table 1 describes the number of clients and agencies served during the project year.

TABLE 1 NUMBERS OF HIGH SCHOOL CLIENTS AND AGENCIES SERVED AND CONTACTS MADE WITH THEM DURING THE 1983-84 PROJECT YEAR.

Number of clients served	426
Number of agencies/organizations served	153
Average number of clients served per agency/organization	2.8
Total number of contacts	361
Average number of contacts per agency/organizaton	2.3
Percentage distribution of agencies/ organizations by number of contacts	
One contact	46%
Two contacts	26%
Three contacts	11%
Four or more contacts	17%
Maximum number of contacts for any agency/organization	11

NOTE: 1. A contact is one visit to a high school or district office; one or more persons may be served during a single contact.

2. Practitioners in education service district and county units included with high school clients.

Project staff members provided services to 366 high school practitioners, an 83% increase over the prior 12 month period. These persons represented 133 different schools or agencies. An additional 60 practitioners in 20 education service districts or county units (ESD) were also served by project staff members. Most of the services provided to ESD practitioners were concerned with high school special needs students; therefore, they will be included with the high school practitioners in the remainder of the discussion. Each of the schools or agencies was in contact with a project staff member an average of 2.3 times. Each telephone technical assistance call, workshop, or on-site visitation with a school or agency regardless of the number of clients served during the visit or conversation was considered a "contact." The number of contacts ranged from one (46% of the schools and agencies) to 11.

Practitioners most often served by project staff members were special education teachers (Table 2). They were assisted with developing and implementing necessary programmatic components and linkages so that handicap learners can prepare for and then benefit from regular and modified vocational programs. An example curriculum for handicapped learners is provided in Appendix D; however, proposed curricula are tailored to each school or agencies' particular needs and capabilities. The process used by project staff members to assist schools and agencies to develop their curricula is briefly described in Appendix E. The primary delivery mechanism used by project staff members was individualized consulting during on-site technical assistance visits. Materials and resource lists were distributed by project staf members during many of the contacts with schools and agencies.

Table 3 is a summary of the average levels of services and the numbers of

TABLE 2 PERCENTAGE OF HIGH SCHOOL PERSONNEL SERVED BY SPECIALIZATION, TYPE, AND METHOD.

Grouping of Clients	Percent of Clients
Specialization of client	
Vocational education	33
Handicapped learners	48
Disadvantaged	5
Other	14
Type of client	
Teacher/instructor/coop coordinator	64
Tutor/aide	3
Counselor	7
Supervisor/administrator	26
Service delivery method	
On-site technical assistance	62
Workshop, statewide or regional	22
Workshop, building or district or college	23
Other	13

NOTE: 1. ESD personnel included under "High School."

2. Distribution of clients among methods is duplicated; therefore the total of the percentages is greater than 100.

3. "Other" methods include distribution of materials and resource lists. Materials and resource lists were often distributed during the conduct of other methods, such as workshops. When more than one method were used during a contact with a client, the primary one (e.g., workshops, on-site technical assistance visits) was assigned a higher priority than a secondary method, e.g., distribution of materials. As an example, if materials were distributed during a workshop, the method "workshop" was assigned to the contact.

TABLE 3 NUMBER OF HIGH SCHOOL CLIENTS WHO RECEIVED SERVICES ON SELECTED FUNCTIONS AND THE AVERAGE LEVEL OF SERVICE PROVIDED.

Selected Functions	On-site Consulting		Regional/St. Workshops		District/Bldg Workshops	
	N	Ave.	N	Ave.	N	Ave.
Special needs, general	34	1.0	18	1.0	11	1.0
Disadvantaged, general	9	1.6	15	1.0	56	1.6
Handicapped, general	79	1.8	17	1.0	29	1.2
Curriculum, disadvantaged	20	2.7	8	1.0	47	1.8
Curriculum, handicapped	85	1.8	53	1.5	18	1.5
Assessment, disadvantaged	23	2.3	24	2.5	43	1.5
Assessment, handicapped	74	2.4	72	1.5	10	1.5
Mainstreaming, disadvantaged	22	1.7	18	1.4	35	1.0
Mainstreaming, handicapped	131	2.3	73	1.7	17	1.7
IVEP, disadvantaged	20	2.1	7	1.0	42	1.3
IVEP, handicapped	129	2.4	71	2.0	20	1.4
Instruct methods, disadvantaged	36	2.8	2	1.0	48	1.7
Instruct method, handicapped	71	2.1	48	1.6	8	1.9
Support instruct, disadvantaged	38	2.8	7	1.0	25	2.0
Support instruct, handicapped	153	2.3	45	1.9	35	2.6

NOTE: Average level (Ave.) is the mean of the levels assigned by project staff members to the service provided. The levels are: (1) awareness, (2) comprehension (3) application (4) implementation (5) evaluation (6) improvement.

clients served for selected topics. Services provided to clients were assigned levels by topics by project staff members. The levels of service were: (1) awareness, (2) comprehension, (3) application (4) implementation, (5) evaluation, and (6) improvement. As would be expected, levels that were addressed by staff members were generally higher during on-site technical assistance visits than during workshops. Furthermore, the services on topics concerned with handicapped learners tended to be provided during on-site consulting while topics on disadvantaged learners were addressed during workshops. Prior to this project year, most of the requests for assistance was concerned with handicapped learners. This was probably due to the influence of P.L. 94-142, the Education for All Handicapped Children Act. The demand for services on disadvantaged learners increased considerably during the 1983-84 project year. Speculatively, funding actions by the Oregon Department of Education were highly influential on the increase in demand.

A mail follow-up survey was conducted during September 1984. A copy of the instrument is given in Appendix F. Only clients classified as teachers or cooperative work experience coordinators in high schools during October 1 to July 31 were sent questionnaires. Table 4 summarizes the procedure and response rate. The survey process was audited by a third-party evaluator (Appendix G). Table 5 presents a summary of results of the survey. The average overall rating of the responsiveness of project staff members to the respondents' "needs in helping special needs students to become employable" tended toward "good" (intervals were: inadequate, marginal, adaequate, good, and excellent). Average ratings of selected topics addressed during the assistance ranged from "adequte" to "good." Average ratings of methods employed ranged from "good"

TABLE 4 RESPONSE RATE TO MAIL SURVEY OF 1983-84 HIGH SCHOOL CLIENTS.

Number of surveys sent	293
Number of surveys returned as undeliverable or after data analysis	6
Number of surveys returned and analyzed	102
Response rate	35%
Number of Respondents by Position	
Teacher/instructor/coop coordinator	54
Counselor	9
Supervisor/director/administrator	21
Other and unclassified	18
Number of Respondents by Specialization	
Vocational education	22
Special education	47
Other (including basic academic skills)	16
Not classified	17

NOTE: 1. Survey instruments were mailed to clients who had received services during the period October 1, 1983, to July 31, 1984. Only clients classified as "teachers/instructors" or "coop experience coordinators" in Oregon high schools were selected. Furthermore, the subjects had received services beyond only very introductory information on topics or the project. Questionnaires were mailed to the subjects on August 29. Only one mailing was used. Each subjects was sent a self-address postage-paid envelope with the survey instrument. Subjects were not identified on the instrument or return envelope.

2. "Unclassified" respondents did not indicate specializations or positions or specified more than one.

TABLE 5 RATING OF SERVICES AND METHODS BY RESPONDENTS TO HIGH SCHOOL FOLLOW-UP SURVEY.

Topic/Function/Method	Vocational Education		Special Education		Total	
	%	Ave.	%	Ave.	%	Ave.
Topic/Function						
Vocational assessment	64	3.5	64	3.8	53	3.7
IVEP	64	4.0	68	3.9	55	3.9
Modifying instructional methods	86	3.9	62	3.7	58	3.8
Modifying materials or equipment	82	3.7	62	3.6	56	3.7
Team development (curriculum)	59	4.0	55	3.8	48	3.9
Mainstreaming	73	3.8	62	3.7	56	3.8
Basic academic skills coordination	82	3.7	70	3.7	60	3.8
Occupational exploration	59	3.7	68	3.8	54	3.8
Cooperative work experience	50	3.7	57	3.7	46	3.7
Job placement and follow-up	45	3.2	47	3.4	39	3.5
Delivery Methods Used by Project						
On-site consulting	58	4.1	64	4.2	57	4.3
Telephone consulting	59	4.2	51	3.9	42	4.1
Resource/materials	73	4.1	72	4.1	60	4.1
Workshops	82	4.4	72	4.2	64	4.4
Other	14	5.0	17	4.8	15	4.7
Overall Responsiveness	82	3.9	79	3.5	67	3.7
Number of respondents	22		47		102	

NOTE: 1. Percentage (%) is the proportion of the respondents in the group who indicated that they received/used project services on the topic/method.

2. Average (Ave.) is the mean of the ratings by respondents in the group. The rating scale was: (1) inadequate, (2) marginal, (3) adequate, (4) good, (5) excellent.

toward "excellent." Ratings by vocational education and special education personnel were very similar.

The amount of contact clients have with the project seems to affect their perceptions of the quality of services provided (Table 6). Clients who were served by the project three or more times rated the assistance provided on selected topics significantly higher than those with less than three contacts. Speculatively, the majority of the clients served three or more times were more than likely developing and/or implementing comprehensive curricula or complete program components to serve special needs students.

Community College Off-campus Component. The number of community college clients served during the project year increased (56%) to 112 over the prior funding period (Table 7). These clients were employed by thirteen community colleges and one of the two districts. The average number of contacts (3.9) with the institutions, however, was about the same as the prior year. However, the amount of contact with any one client was still relatively very low. Table 2 presents the distribution of clients by their characteristics.

Workshops still served as the dominate delivery method for community colleges (Table 8). Disadvantaged learners were the focus of most of the services provided by project staff members (Table 9). Because the amount of contact per client was relatively low and the primary service delivery method was workshops, the services provided to community college clients tended to be at the "awareness" and "comprehension" levels as expected.

The 1983-84 community college clients were also asked to provide feedback to the project. A follow-up survey questionnaires (Appendix F) was mailed to instructors on September 16, 1984 (Table 10). Only those who received services

TABLE 6 MEAN AND STANDARD DEVIATION OF RATING OF SERVICES BY HIGH SCHOOL FOLLOW-UP SURVEY PARTICIPANTS BY AMOUNT OF CONTACT WITH PROJECT STAFF MEMBERS.

	1-2 Contacts		3+ Contacts	
Topics/Function	Mean	S.D.	Mean	S.D.
Vocational assessment	3.3	1.06	4.0	0.66
IVEP	3.5	0.83	4.2	0.72
Modifying methods	3.3	0.96	4.1	0.80
Modifying materials/equipment	3.5	0.93	3.9	0.87
Team development (curriculum)	3.4	1.20	4.4	0.72
Mainstreaming	3.4	1.10	4.2	0.75
Basic academic skills coordination	3.4	0.95	4.1	0.91
Occupational exploration	3.4	1.08	4.2	0.76
Cooperative work experience	3.0	1.33	4.3	0.66
Job placement and follow-up	2.8	1.26	4.1	0.79
Overall responsiveness	3.0	1.19	4.2	0.81
Range of number of respondents (except "job placement")	14-26		23-38	

TABLE 7 NUMBERS OF COMMUNITY COLLEGE CLIENTS AND INSTITUTIONS SERVED AND CONTACTS MADE WITH THEM DURING THE 1983-84 PROJECT YEAR.

Number of clients served	112
Number of institutions served	14
Average number of clients served per institution	9.5
Total number of contacts	55
Average number of contacts with an institution	3.9
Percentage distribution of contacts	
One contact	7%
Two contacts	21%
Three contacts	29%
Four or more contacts	43%
Maximum number of contacts for any institution	8

NOTE: A contact is one visit to one college; one or more persons may be served during a single contact.

TABLE 8 PERCENTAGE OF COMMUNITY COLLEGE PERSONNEL SERVED BY SPECIALIZATION, TYPE, AND METHOD.

Grouping of Clients	Percent of Clients
Specialization of client	
Vocational education	38
Handicapped learners	13
Disadvantaged	27
Other	23
Type of client	
Teacher/instructor/coop coordinator	54
Tutor/aide	3
Counselor	3
Supervisor/administrator	40
Service delivery method	
On-site technical assistance	15
Workshop, statewide or regional	30
Workshop, building or district or college	54
Other	13

NOTE: 1. Distribution of clients among methods is duplicated; therefore the total of the percentages is greater than 100.

2. "Other" methods include distribution of materials and resource lists. More than one "method" were often used during a single contact. When more than one method was used during a contact, the primary delivery method (e.g., workshops, on-site technical assistance visits) was assigned a higher priority than the secondary one, such as distribution of materials. As an example, if materials were distributed during a workshop, the method "workshop" was assigned to the contact.

TABLE 9 NUMBER OF COMMUNITY COLLEGE CLIENTS WHO RECEIVED SERVICES ON SELECTED FUNCTIONS AND THE AVERAGE LEVEL OF SERVICE PROVIDED.

Selected Functions	On-site Consulting		Regional/St. Workshops		District/Bldg Workshops	
	N	Ave.	N	Ave.	N	Ave.
Disadvantaged, general	4	1.0	12	1.0	56	2.1
Handicapped, general	6	1.2	0	--	0	--
Curriculum, disadvantaged	0	--	0	--	47	2.3
Assessment, disadvantaged	8	2.3	0	--	63	1.8
Mainstreaming, disadvantaged	9	1.8	4	1.0	16	1.0
IVEP, disadvantaged	0	--	0	--	6	1.0
Instruct methods, disadvantaged	13	2.2	16	1.0	64	2.2
Support instruct, disadvantaged	10	2.2	12	1.0	[illegible]	2.2

NOTE: Average level (Ave.) is the mean levels assigned by project staff members to the service provided. Levels of services are: (1) awareness, (2) comprehension (3) application (4) implementation (5) evaluation (6) improvement.

TABLE 10 RESPONSE RATE TO MAIL SURVEY OF 1983-84 COMMUNITY COLLEGE CLIENTS.

Number of surveys sent	75
Number of surveys returned as undeliverable or after data analysis	1
Number of surveys returned and analyzed	24
Response rate	32%
Respondents by Position	
Teacher/instructor/coop coordinator	14
Counselor	0
Supervisor/director/administrator	4
Other and unclassified	6
Respondents by Specialization	
Vocational education	13
Other (including developmental education)	6
Not classified	5

NOTE: 1. Survey instruments were mailed to clients who had received services during the period October 1, 1983, to July 31, 1984. Only clients classified as "teachers/instructors" or "coop experience coordinators" in Oregon community colleges were selected. Furthermore, the subjects had received services beyond only very introductory information on topics or the project. Questionnaires were mailed to community college subjects on September 17, 1984. There was only one mailing. Each subjects was sent a self-address postage-paid envelope with the survey instrument. Subjects were not identified on instrument or return envelope.

2. "Unclassified" respondents did not indicate specializations or positions or indicate more than one.

beyond very introductory information were selected to participate in the survey. Ratings of services on topics and delivery methods averaged from "adequate" to "good" but tended to be lower than those provided by high school clients (Table 11). Speculatively, these lower ratings may be a reflection of the amount of contact individual respondents had with the project.

Management and Project Support Component. This project component encompasses a variety of activities. A major accomplishment was the technical assistance provided to the Oregon Department of Education and Oregon State Advisory Council on Career and Vocational Education's joint task force on improving vocational education for economically disadvantaged learners. Two project staff members assisted with familiarizing task force members with the population, services which were being provided, and alternative ways in which services could be improved. Another major accomplishment was the support the project provided to the Oregon Association for Vocational Manpower and Special Needs Personnel. The association is a state affiliate of the National Association for Vocational Special Needs Personnel and an affiliate of the Oregon Vocational Association. Among many things, the project assisted the professional association with the publication and distribution of its newsletter and the planning and conduct of its annual conference.

D. Problems.

At least partly due to exceeding expectations considerably in some areas, not all objectives and activities specified in the project's approved 1983-84 scope of work were addressed or accomplished to the extent desired. Some of these deficiencies have been discussed previously. The deficiencies

TABLE 11 RATING OF SERVICES AND METHODS BY RESPONDENTS TO COMMUNITY COLLEGE FOLLOW-UP SURVEY. (N = 24)

Topic/Function/Method	%	Ave.
Topic/Function		
Assessment	46	3.6
Modifying instructional methods	54	3.5
Selecting/modifying equipment/materials	63	3.7
Mainstreaming	50	3.3
Academic basic skills	63	3.7
Occupational-prevocational training	42	3.8
Cooperative work experience	33	3.1
Job placement and follow-up services	33	2.9
Delivery Method Used by Project		
On-site consulting	71	3.5
Telephone consulting	54	3.7
Materials and resource lists	67	3.3
Workshops	54	3.4
Other	8	4.0
Overall Responsiveness of Project	54	3.3
Percentage of Respondents by Number of Contacts with Project Staff		
One contact	50%	
Two contacts	31%	
Three or more contacts	19%	

NOTE: 1. Percentage (%) is the proportion of the respondents who indicated that they received/used project services on the topic/method.

2. Average (Ave.) is the mean of the ratings by respondents. The rating scale was: (1) inadequate, (2) marginal, (3) adequate, (4) good, (5) excellent.

were as follows:

1. The amount of change effected in undergraduate vocational teacher education programs was far short of desired. Available time to work with faculty members was insufficient. Furthermore, a follow-up survey was not conducted by the project. A survey conducted by the School of Education included items concerned with disadvantaged and handicapped learners but only in general terms.
2. More project staff effort than expected was needed to assist high schools with implementing curricula that they had planned.
3. Staff turnovers often resulted in the project "restarting" high schools in the curriculum planning and implementation process.
4. The numbers of community college personnel and the levels of services provided remained relatively low. These may be due to the project staff members responding to demand coupled with the less than the desired amount of "advertising" that was accomplished. It should be noted that considerable effort was made during the prior project year to disseminate information to community college practitioners, including a special communication to all community colleges during late August and September 1983.
5. The amount of effort expended on behalf of actual and potential handicapped vocational students was still considerably greater than for disadvantaged learners. Furthermore, the demand by practitioners for assistance with academically disadvantaged vocational students still exceeded their apparent concerns for economically disadvantaged learners.

6. A dissemination plan for informing potential clients through mass mailings and media was not developed.
7. The project's advisory committee did not meet during the funding period.

E. Evaluation.

Evaluative information is used in the short-range planning of project activities. The most basic information kept by the project is concerned with the services provided to each client. Every meeting with a client is recorded on a "Contact Record" (Appendix H). Storage and retrieval of information recorded on contact records are facilitated with the SIR (Scientific Information Retrieval) data base management system on OSU Milne Computer Center's CYBER computer. A file folder for each agency and institution that the project serves is also kept in the project's office area. Contact records as well as all other materials pertinent to the agencies/organizations are filed in these folders.

As discussed previously, follow-up surveys of field-based clients were conducted during September 1984 (Appendix F). The identification of subjects, mailing of survey questionnaires, and data analysis were audited by a third-party evaluator. The third-party evaluator's certification letter is provided in Appendix G.

A third-party evaluation of the project is scheduled for the next funding year. This final report as well as prior final reports will more than likely serve as the starting point for this evaluation.

F. Summary and Conclusions.

The purpose of this project was to enable vocational education teacher trainees and practitioners and appropriate support personnel to meet the special needs of disadvantaged and handicapped vocational students. This overall goal was addressed by four components: (1) on-campus preservice teacher education; (2) field-based high school practitioners; (3) field-based community college practitioners; and (4) management and support.

The approved 1983-84 scope of work was generally satisfied; project staff members exceeded expectations in some areas while failing to complete a few activities. Project staff members attempted to satisfy a very heavy demand from practitioners in the field (542 clients who represented 172 agencies and institutions). The types of service provided by project staff members ranged from regional/college workshops to individualized consulting. Services concerned with disadvantaged vocational students increased over the prior funding period but still lagged considerably under the amount of assistance requested on handicapped learners. The number of community college clients served by the project increased over prior years but was still considerably lower than the number of high school clients (112 vs. 426). The levels of services, however, seemed to have increased; staff members assisted more agencies and institutions with implementing curricular modifications than in the past. Feedback from clients were, in general, very favorable.

Services provided to vocational teacher educators were reduced over prior funding years, but the assistance to special education teacher educators at Western Oregon State College increased substantially. Prior gains with infusing instruction on special needs learners into on-going vocational teacher education

curricula and courses were maintained; however, significant inroads were made into special education teacher training.

The need for the kinds of assistance provided by the project was very high. There are no indications that the types of services that can be provided by a project such as this one will not continue in the future, although the substance should evolve to additional areas or topics and toward higher levels of competency and implementation. With increased experience, methods used by project staff members should also continue to improve.

G. Recommendations.

Although substantial progress was made during the project year, there are many areas in the project which could be improved.

1. Effort allocated to improving both vocational and special education teacher training programs should be increased. Preparing vocational and special education teachers to meet the programmatic as well as individual needs of handicapped and disadvantaged vocational students will have long-term impact on the problem. Furthermore, improving teacher education in reading and mathematics and counselor education need to be addressed in the future.
2. Methods for delivering services should be continually examined so that their effectiveness can be improved and cost minimized. Furthermore, determining potential impact of providing services to a particular site needs to be studied. Although a relationship seems to exist between the amount of services provided by the project and the impact that these services have on an agency or institution, efforts of project

staff members are not fruitful. Because project resources are finite and areas such as teacher education require more attention, means may be needed for improving decision making on which clients to serve and how much effort should be expended on them.

3. Because pay-offs have been relatively low, goals and objectives concerned with off-campus community college services should be reconsidered. It may be appropriate to consider placing future project efforts in a responsive as opposed to proactive position. Time expended in trying to increase the demand from community college practitioners may be better spent addressing the needs of high school practitioners and teacher educators.
4. Greater productivity is needed on disadvantaged learners in general and the economically disadvantaged in particular. Cost-beneficial means for increasing the demand for services need to be explored. As an example, federal and state legislation and regulations concerned seem to have influenced the demand for services concerned with vocational education for handicapped learners; whereas, similar rules for services demands concerned with disadvantaged learners are ineffective or nonexistent. It may be profitable to pursue enforcement of existing rules and to propose additional ones.

H. Project Follow-up and Commitment.

The project has been refunded for the period October 1, 1984, to September 30, 1985.

BUDGET SPEND OUT REPORT

2210	Improvement of Instruction	
	100 Salaries	$ 68,164.07
	200 Employee Benefits	21,896.06
	300 Travel	10,508.65
	Other Purchased Services	634.81
	400 Supplies	5,074.26
	Improvement of Instructional Services Subtotal	$106,277.85
2500/2600	Support Services Business/Central	
	Indirect Cost at 8%	$ 8,469.11
	Support Service Business and Central Subtotal	8,469.11
TOTAL COST		$114,746.96

APPENDIX A

SUMMARY OF PROJECT ACTIVITIES AND ACCOMPLISHMENTS DURING THE PERIOD STARTING ON OCTOBER 1, 1983, AND ENDING ON SEPTEMBER 30, 1984

The following are the activities as they appeared in the approved 1983-84 scope of work and the project's accomplishments. They are presented under their components (goals) and objectives.

1. On-campus Preservice Component.

1.1 Preservice vocational teacher education.

1.1.1 Assist program staff members to review current curricula and upgrade scopes and sequences to increase instruction on special needs learners.

1. Served as guest lecturer for 7 courses.

2. Provided TP III (junior block) learning packets.

3. Revised all TP III learning packets.

4. Provided additional resources to six instructors.

5. Met with industrial education faculty members on long-range curriculum development (preliminary discussions).

6. Assisted the Oregon Alliance for Program Improvement with planning scope of work and with Oregon Extern Program.

1.2 Preservice special teacher education.

1.2.1 Assist WOSC faculty to develop syllabi for appropriate courses.

1. Assisted WOSC faculty with preparation of proposal for federal funding of on-campus preservice program on secondary special education teachers; proposal was funded.

2. Prepared syllabi for four courses (12 graduate credit hours) on vocational education for handicapped learners for WOSC Department of Special Education; prepared and initiated processing of OSU Category X (temporary) course proposals (Appendix B); arranged for joint-campus offering of five courses (the four new courses and a special section of VEd 483H, Coordination Techniques in Cooperative Work Experience) during 1984-85 academic year; started conduct of the first course during Fall Term 1984.

1.2.2 As an interim measure, assist WOSC faculty with including instruction on voctional education for handicapped learners in their existing courses.

1. Served as guest lecturer for three courses.

2. Advised WOSC special education faculty on infusing vocational education and career counseliing concepts and practices into on-going courses.

2. High School Off-campus Component.

2.1 Meet immediate needs of vocational instructors and support personnel.

2.1.1 Inform regional coordinators at least twice of services that can be acquired from project.

1. Made presentations at three monthly meetings of regional coordinators.

2. Met individually with all regional coordinators at least once.

3. Notified regional coordinators when assistance was provided in region (see Appendix C for form postcard).

2.1.2 Conduct five special workshops on economically disadvantaged vocational students upon request of regional coordinators.

1. Conducted ten workshops on both economically and academically disadvantaged: Douglas, East Multnomah and Clackamas, Linn and Benton (2), Lane, Marion, Malheur and Harney (2), Umatilla and Morrow, Union.

2.1.3 Provide on-site technical assistance on request. See 2.2.1, below.

2.2 Assist five high schools to develop and implement appropriate curricula.

2.2.1 Provide on-site technical assistance on request for developpment approprite curricula for special needs learners.

1. Introduced curriculum planning process: all schools in Lane County, Vocational Assessment Center (Portland), Santiam, St. Helens, Bonanza, Astoria, Seaside, Warrenton, Clatsop ESD, Jefferson, Yamhill ESD (regional program for deaf), Marion ESD (regional program for the deaf).

2. Assisted with planning curriculum: Estacada, Oregon City, Jackson ESD (deaf-blind program), Ashland, Crater, Springfield, North Marion, Madison, Continuing Eduction for Girls Program (Portland), Grants Pass, Ontario, Gilchrist, Henley, Hermiston, Klamath Union, Lost River, Marshfield, North Powder, Riverside, Chiloquin, Cove, Union,

Elgin, Imbler, North Bend, Reedsport, Glide, North Douglas, Douglas, Dallas, Sweet Home.

3. Assisted with implementation plan and implementation of curriculum components: South Albany, West Albany, Lebanon, Henley, Hermiston, Continuing Education for Girls Program (Portland), North Bend, Hood River, Jefferson (Portland), Forest Grove, Gilchrist, Chiloquin, Sweet Home, Klamath Union, Reedsport, Grants Pass.

4. Assisted with planning and implementation of specific components only: Sunset, Armand Larive Jr. Hi., Baker, Elgin, Cove, Ponderosa Jr. Hi., Winston Jr. Hi., Henley Jr. Hi., McMinnville Jr. Hi., Dallas (severely handicapped), Marshfield, Umatilla.

2.2.2 Conduct follow-up site visits to high schools that implemented the team approach or curriculum components during 1982-83.

1. Conducted follow up visits to schools: South Albany, West Albany, Hermiston, Forest Grove, Jefferson, Baker, Aloha, Pendleton, Crook County, Culver, Madras Jr. and Sr.

2.2.3 Update procedural manual on vocational education for handicapped learner.

1. Did not accomplish; however, updated high school curriculum guide (Attachment D).

3. Community College Off-campus Component.

3.1 Assist community college vocational and support personnel.

3.1.1 Contact each instructional dean, student service dean and/or vocational dean/director at leat twice.

1. Minimum of one mailing to all institutions.

2. Made presentation at meeting of ABE/GED instructors.

3. Met with community college mathematics department heads at their meeting in Coos Bay.

3.1.2 Conduct meeting for selected persons in five colleges on economically disadvantaged students upon request of colleges.

1. Conducted meetings at Chemeketa, Clackamas, and Linn-Benton.

3.1.3 Conduct workshops on facilitation reading of vocational materials by

vocational instructors upon request of each college.

1. Conducted workshops at Chemeketa, Clackamas, Clatsop, Linn-Benton, Treasure Valley, Umpqua.

2. Made presentation at Oregon Developmental Studies Conference.

3.1.4 Provide technical assistance on-site or by telephone as requested.

1. Provided assistance to Blue Mountain, Chemeketa, Clackamas, Lane, Linn-Benton, Portland, Treaty Oaks.

4. Management and Project Support Component.

4.1 Provide support to the ODE Vocational D/H Specialist.

1. Provided technical advice to joint ODE/SACCVE task force on economically disadvantaged.

2. Conducted information meeting with state staff for Vocational Education and Special Education.

4.2 Develop and implement dissemination plan for informing potential clients through mass mailings and media, including newspapers and professional newsletters.

1. Not accomplished.

4.3 Assist OVA and affiliates, especially OAVMSNP, to provide information on vocational eduction for special needs learners, including assisting with identifying conference speakers.

1. Assisted OAVMSNP with program planning, planning and conduct of Spring Workshop in Newport, and publishing and distributing four editions of its newsletter.

2. Participated in OVA statwide summer planning meeting.

3. Participated in OVTTA/OIAA leadership workshop.

4. Made presentation at WECO conference.

4.4 Conduct at least one meeting of the project's advisory committee.

1. Not accomplished.

4.5 Maintain data system on client contacs and services.

1. Entered data on 1983-84 field-based clients into data base management system; records on over 1500 persons are currently on file.

2. Upgraded data base management system.

4.6 Upgrade capabilities of staff members, including attendance at a national convention by one staff member and two statewide conferences or workshops.

1. One staff member attended the OVA national convention in Anaheim CA.

2. Two staff members attended the OVTTA/OIAA state conference.

3. One staff member attended the OCCVA spring conference.

4. One staff member attended a national workshop on transisiton from school to work for handicapped in Denver.

5. One staff member attended a regional JITA job intensive search training workshop in Seattle.

6. One staff member attended an international conference on vocational education special needs in Chicago.

APPENDIX B

SYLLABI FOR FOUR NEW COURSES ON VOCATIONAL EDUCATION FOR HANDICAPPED LEARNERS.

The syllabi describe four new courses. The four new courses and the approved VEd 483 (Coordination Techniques in Cooperative Work Experience) have been proposed for students enrolled in basic and standard handicapped learners programs at Western Oregon State College.

VOCATIONAL EDUCATION AND SPECIAL EDUCATION

COURSE: VEd 442X (G)

TITLE: Organization of Vocational Education

COURSE DESCRIPTION: Concepts of work, vocational education, and their relationship to the education process.

CREDIT: 3 hours

PREREQUISITES: Ed 416

GOALS AND OBJECTIVES:

1.0 Understand characteristics and trends of the labor market, including occupational families and structures.

1.1 Describe characteristics of occupational families and structures.

1.2 Describe employment and unemployment trends.

1.3 Understand job requirements and interpretation of job descriptions as found in the D.O.T. and O.P.P.S.

1.4 Describe alternative work settings and their relationship to worker adjustment behavior.

2.0 Understand the major concepts of vocational education.

2.1 Describe the historical development of vocational education, including its social and economic contexts.

2.2 Describe the purpose and major provisions of federal and state legislation which have affected vocational education.

2.3 Compare and contrast four distinct vocational programming clusters, specific occupations, specific jobs, and specific employers.

2.4 Compare and contrast career education, career guidance and development, and vocational education.

2.5 Compare and contrast occupational awareness, occupational exploration, and vocational training.

3.0 Understand principles basic to vocational education.

3.1 Compare and contrast traditional vocational education and alternative concepts including training provided in non-traditional settings.

3.2 Compare and contrast vocational, technical and allied arts education.

3.3 Describe the six program service areas composing vocational education.

ASSIGNMENTS:

Five major assignments will complement class presentations to achieve the objectives of the course. Details of the assignments are provided separately.

1.0 Read and submit critiques of three (3) articles from professional vocational education journals.

2.0 Read, analyze and prepare a 1-2 page summary of the Vocational Education Amendments of 1976, including programs, planning, sex bias, and discrimination, or the Morill Act of 1862 and the Smith Hughes Act of 1917, or the Vocational Education Act of 1963. Conduct a 15 minute presentation to the class.

3.0 Identify one (1) occupational family and prepare an exemplary "family tree" identifying 5 specific occupations within the family, as well as job requirements for the occupations. Prepare a demonstration for the class.

4.0 Draw a conceptual model descriptive of what you believe the relationship between career education, career guidance, and vocational education to be. Attach a 1-2 page discussion of your model.

5.0 Prepare a 4-8 page paper describing the major conponents of the 6 program areas of vocational education.

Note: All assignments are due on the dates given. Late work will be penalized a minimum of 10% of the points possible for each day delayed. All assignments are expected to be neat, complete and accurate. They will be graded on content and construction.

EVALUATION:

1.0	Journal article	10%
2.0	Legislative summaries	10%
3.0	Occupational family	15%
4.0	Model	10%
5.0	Components of programs	15%
6.0	Midterm	10%
7.0	Final	30%

RESOURCES:

Required: Calhoun, C. C., and A. V. Finch. VOCATIONAL AND CAREER EDUCATION: CONCEPTS AND OPERATIONS. Belmont, CA: Wadsworth Publishing, 1976.

1. Evans, R. N. and E. L. Herr. FOUNDATIONS OF VOCATIONAL EDUCATION. 2nd edition. Columbus, OH: Charles, Merrill Publishing Co., 1978.

2. Roberts, R. W. VOCATIONAL AND PRACTICAL ARTS EDUCATION. 3rd edition. NY: Harper and Row, 1971.

3. Hoyt, K. B., R. N. Evans, E. F. Mackin, and G. L. Mangum. Career Education: What It Is and How To Do It. 2nd edition. Salt Lake City: Olympus Publishing Co., 1974.

4. Barlow, M. L. "200 Years of Vocational Education." American Vocational Journal. Vol. LI:5, (May 1976).

5. Goldhammer, K., and R. E. Taylor, (ed.) Career Education: Perspective and Promise. Columbus, Ohio: Charles E. Merrill, 1972.

6. Hoyt, K. B. "An Introduction to Career Education: A Policy Paper of the U.S. Office of Education." DHEW No. (OE) 75-00504. Washington, D.C.: U.S. Office of Career Education, U.S. Office of Education, 1975.

7. Barlow, M. L., (ed.) The Philosophy of Quality Vocational Education Programs. Washington, D.C.: American Vocational Association, 1974.

8. U.S. Statutes at Large.

9. Code of Federal Regulations.

10. U.S. Department of Health, Education and Welfare. RESURGE '79: MANUAL FOR IDENTIFYING, CLASSIFYING AND SERVING THE DISADVANTAGED AND HANDICAPPED UNDER THE VOCATIONAL AMENDMENTS OF 1976.

11. State of Oregon. OCCUPATIONAL EMPLOYMENT TRENDS IN THE STATE OF OREGON (1979-1987). Salem, OR: Employment Division, 1979.

12. U.S. Department of Labor. DICTIONARY OF OCCUPATIONAL TITLES. 1980.

COURSE: VEd 451X (G)

TITLE: OCCUPATIONAL ANALYSIS AND TRAINING OPTIONS

COURSE DESCRIPTION: Development of occupational analysis and an examination of the various options for meeting vocational training needs.

CREDIT: 3 hours

PREREQUISITES: VEd 442X and concurrent enrollment in VEd 452X.

GOALS AND OBJECTIVES:

1.0 Understand the special needs student.

1.1 Describe the special needs vocational student in legal terms.

1.2 Describe the development of independence by handicapped learners.

1.3 Describe the relationship between the development of work habits, work capabilities, living skills and independence.

2.0 Understand job-specific vocational education for disabled learners.

2.1 Develop job analyses for two occupations in four families in business, industry, or institutions.

2.2 Differentiate between entry level and higher level occupations, describing work settings and work requirements.

3.0 Understand occupational awareness and exploration.

3.1 Identify goals and objectives which will allow students to develop awareness of various types of occupations.

3.2 Identify ways in which handicapped students can be provided with opportunities for occupational exploration.

4.0 Develop knowledge of equipment for hands-on skills development for vocational training.

4.1 Develop equipment and site analyses for vocational training facilities for cluster programs available in Oregon.

4.2 Identify safety regulations associated with each of the clusters.

5.0 Define concepts of work experience programs for disabled learners.

5.1 Describe the purposes of in-school, exploratory, and cooperative off-campus work experience.

5.2 Design a simple job readiness instrument to determine when students are ready for each of the types of placements.

ASSIGNMENTS:

Major assignments will complement class presentations to achieve objectives of the course. Details of the assignments are provided separately.

1.0 Prepare a notebook which includes a description of and characteristics of handicapping conditions, possible adaptations which these conditions will require in the vocational environment, and some possible adaptations in teaching procedures.

2.0 Identify and prepare a job analysis for two entry-level occupations for four occupational families. Select the jobs from business, industry or institutional settings.

3.0 Prepare a 4-8 page paper which describes or sketches equipment and site location for vocational training facilities for 8 of the 14 clusters. Identify safety regulations associated with the pieces of equipment, possible adaptations or adjustments which will need to be made to accomodate handicapped learners, and, if possible, identify a source where these equipment modifications can be purchased.

4.0 Design job readiness instruments to determine when students are ready for (a) in-school work experience, (b) exploratory work experiences, and (c) off-campus work placement.

Note: All assignments are due on the dates indicated. Late work will be penalized a minimum of 10% of the points possible for each day delayed. All assignments are expected to be neat, complete and accurate. Evaluation will be on content and construction.

EVALUATION:

1.0	Notebook	15%
2.0	Job analysis	15%
3.0	Equipment	15%
4.0	Job Readiness	15%
5.0	Midterm	10%
6.0	Final exam	30%

RESOURCES

Johnston, Marilyn. CAREER AND VOCATIONAL GUIDANCE FOR SPECIAL NEEDS STUDENTS. Salem, OR. Marion ESD. 1977.

Yoshimura, Ralph and Warren Suzuki. VOCATIONAL EDUCATION FOR MENTALLY RETARDED STUDENTS. Corvallis, OR: Oregon State University. 1981.

Stodden, Robert. VOCATIONAL ASSESSMENT: POLICY PAPER SERIES, DOCUMENT 6. University of Illinois at Urbana-Champaign: Leadership Training Institute/Vocational and Special Education. 1981.

Adams, Elaine, Blohm, Anna, Carrington, Dorcas, Jeffers, Carol and Barry Whitfill. VOCATIONAL ACADEMIC CONCEPTS: VOLUME II STUDENT EVALUATION HANDBOOK. Commerce, TX: Project FIT. 1977.

Tindall, Lloyd. PUZZLED ABOUT EDUCATING SPECIAL NEED STUDENTS? Madison, WI: University of Wisconsin-Madison. 1980.

U.S. Department of Health, Education and Welfare. RESURGE '79: MANUAL FOR IDENTIFYING, CLASSI YING AND SERVING THE DISADVANTAGED AND HANDICAPPED UNDER THE VOCATIONAL AMENDMENTS OF 1976.

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Phelps, L. Allen and Ronald J. Lutz. CAREER EXPLORATION AND PREPARATION FOR THE SPECIAL NEEDS LEARNER. Boston: Allyn and Bacon, Inc. 1979.

Brolin, Donn E., ed. LIFE CENTERED CAREER EDUCATION: A COMPETENCY BASED APPROACH. Renton, VA: The Council for Exceptional Children. 1978.

Weisgerber, Robert, Dahl, Peter, and Judith Appleby. TRAINING THE HANDICAPPED FOR PRODUCTIVE EMPLOYMENT. Rockville, MD: Aspen Systems Corporation. 1981.

Meers, Gary. HANDBOOK OF SPECIAL VOCATIONAL NEEDS EDUCATION. Rockville, MD: Aspen Systems Corporation. 1980.

Frick, Lucille and Betty Sawyers. MAINSTREAMING SECONDARY SPECIAL VOCATIONAL NEEDS LEARNERS. Purdue University. 1978.

Gugerty, John, Rusha, Arona Faye, Tradewell, Mary and Linda Anthony. TOOLS, EQUIPMENT AND MACHINERY ADAPTED FOR VOCATIONAL EDUCATION AND EMPLOYMENT OF HANDICAPPED PEOPLE. U.S. Office of Education. 1981.

Heller, Jack. TYPING FOR THE PHYSICALLY HANDICAPPED. Greg/McGraw Hill Publishing. 1978.

Feichtner, Sheila, ed. JOURNAL FOR VOCATIONAL SPECIAL NEEDS EDUCATION. National Association of Vocational Education Special Needs Personnel.

COURSE: VEd 452X (G)

TITLE: VOCATIONAL SPECIAL NEEDS CURRICULUM AND IVEP DEVELOPMENT

CREDIT: 3 hours

COURSE DESCRIPTION: Application of theories of vocational education for handicapped learners by the implementation and development of the curriculum.

PREREQUISITES: VEd 442X and concurrent enrollment in VEd 451X.

GOALS AND OBJECTIVES:

1.0 Understand and apply concepts and skills of vocational-related instruction to be taught in grades nine to twelve which will enable handicapped learners to become employable.

1.1 Identify goals and objectives in a curriculum for 9th and 10th grades.

1.2 Identify tasks which will enable students to achieve the goals and objectives identified in the basic curriculum designed in course one.

1.3 Identify major professional, para-professional, and lay persons who could implement those tasks.

1.4 Identify resource materials which can be used in the special education setting for the implementation of tasks.

2.0 Understand the roles of school personnel in the team approach process.

2.1 Identify at least four educational specialists in a school building, school district or educational services district and the types of services that can be provided by each.

2.2 Describe the tasks which each member of the "team" will be expected to complete so as to provide services to the vocational handicapped student.

3.0 Understand the roles of agencies and organizations usually found outside the school setting.

3.1 Identify at least four outside agencies which can provide services.

3.2 Describe the tasks which each agency will be expected to complete in providing services.

4.0 Understand concepts of and conduct vocational assessments of handicapped learners.

4.1 Identify at least three forms of vocational assessments which can be used to evaluate vocational aptitudes and interests.

4.2 Administer appropriate vocational assessment.

4.3 Summarize and document vocational assessment data.

4.4 Utilize occupational interest and aptitude information to assist students to establish appropriate career goals.

BEST COPY AVAILABLE

ASSIGNMENTS:

1.0 Develop a curriculum for 9th and 10th grade special needs vocational students which will prepare students for entering into vocational preparation and specialization programs in the 11th and 12th grades.

2.0 Develop a curriculum for the 11th and 12th grades for handicapped students to meet the vocational goals in one of the four types of vocational education programs.

3.0 Prepare a paper which will identify at least four agencies which can provide services to handicapped vocational students, as well as defining what their tasks should be.

4.0 Administer appropriate vocational assessment tests to one handicapped student and summarize and document results, preparing a vocational profile and subsequent career goals.

5.0 Develop an IVEP for assessed student.

Note: All assignments are due on the dates indicated. Late work will be penalized a minimum of 10% of the points possible for each day delayed. All assignments are expected to be neat, complete, and accurate. Evaluation will be based on content and construction.

EVALUATION:

1.0	Curriculum 9 and 10	15%
2.0	Curriculum 11 and 12	15%
3.0	Agencies	5%
4.0	Assessment and goal	15%
5.0	IVEP	20%
6.0	Midterm	10%
7.0	Final examination	20%

5.0 Develop individualized vocational education plans (IVEP) for handicapped learners.

5.1 Establish an IVEP team.

5.2 Conduct an occupational analysis to identify a sequential list of tasks appropriate for the handicapped learner's career goal(s).

5.3 Develop and document an appropriate instructional strategy using:

5.3.1 Mainstreaming into the appropriate program/cluster including obtaining approval from the vocational instructor, role of the special education instructor and/or aide, instructional tasks, and cooperative work experience.

-or-

5.3.2 Alternative plan that will enable handicapped learners to acquire entry-level skills.

5.4 Complete the IVEP form and acquire consent from appropriate persons.

RESOURCES

Calhoun, Calfrey C. and Alton V. Finch. VOCATIONAL EDUCATION: CONCEPTS AND OPERATIONS. Belmont, CA: Wadsworth, Inc. 1982.

Maley, Donald. CLUSTER CONCEPT IN VOCATIONAL EDUCATION. Chicago: American Technical Society. 1975.

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Oregon Department of Education. PREPARING FOR EMPLOYMENT. Salem, OR: Department of Education, 1979.

Oregon Department of Education. OCCUPATIONAL CAREER CLUSTERS IN OREGON.

State of Oregon. THE OCCUPATIONAL PROGRAM PLANNING SYSTEM. Salem, OR: Employment Division. 1981.

U.S. Department of Labor. OCCUPATIONAL OUTLOOK HANDBOOK. 1982.

U.S. Department of Labor. DICTIONARY OF OCCUPATIONAL TITLES. 1980.

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Weisgerber, Robert. VOCATIONAL EDUCATION: TEACHING THE HANDICAPPED IN THE REGULAR CLASSROOM. Reston, VA: Council for Exceptional Children. 1978.

Meers, Gary. HANDBOOK OF SPECIAL VOCATIONAL NEEDS EDUCATION. Rockville, MD: Aspen Publications. 1980.

Feichtner, Sheila, ed. JOURNAL FOR VOCATIONAL SPECIAL NEEDS EDUCATION. National Association of vocational Education Special Needs Personnel.

COURSE: VEd 453X (G)

TITLE: IMPLEMENTATION OF VOCATIONAL INSTRUCTION FOR HANDICAPPED LEARNERS.

CREDIT: 3 hours

COURSE DESCRIPTION: Implementation of instructional objectives of the Individualized Vocational Education Plan.

PREREQUISITES: VEd 452Xand concurrent enrollment in VEd 483.

GOALS AND OBJECTIVES:

1.0 Understand the implementation of the in-school vocational instructional objectives of the IVEP.

1.1 Identify resource persons, vocational instructor, and/or administrator who will be responsible for the vocational instruction in-school.

1.2 Develop job modifications which may be necessary prior to implementation of in-school vocational instructional objectives.

1.3 Identify alternative instructional methods for individual students, discuss these types of methods with the vocational instructor, and document the most appropriate.

1.4 Understand the procedures for modifying jobs.

2.0 Understand the implementation of the in-school parallel instructional objectives of the IVEP.

2.1 Identify resource materials having vocational concepts which can be used in the instruction of basic skills.

2.2 Prepare one daily lesson of instruction for three basic skill areas: reading, math, English, speaking & listening, writing, which utilizes vocational emphasis.

2.3 Develop an instructional unit of parallel instruction for the special education setting which is for one of the basic skill areas and which utilizes vocational materials.

3.0 Understand the importance of post-high school activities and provide follow-up services.

3.1 Identify appropriate business/industry and community agencies for job placement and follow-up assistance.

3.2 Compare and contrast services provided by each of the agencies.

3.3 Design a job placement and follow-up program.

ASSIGNMENTS:

The major assignments will complement class presentations to achieve the objectives of the course. Details of the assignments are provided separately.

1.0 Utilizing the IVEP developed in course three, prepare the tasks necessary for complete implementation.

2.0 Prepare in-school parallel objectives for implementing the IVEP for the individual student.

3.0 Prepare a paper which will discuss post-high school activities and follow-up services. Present a brief summary of your ideas to the class.

Note: All assignments are due on the dates given. Late work will be penalized a minimum of 10% of the points possible for each day delayed. All assignments are expected to be neat, complete and accurate. They will be graded on content and construction.

EVALUATION:

1.0	Implementation of IVEP	25%
2.0	Parallel objectives	35%
3.0	Post-high school	10%
4.0	Midterm	10%
5.0	Final examination	20%

RESOURCES

Yoshimura, Ralph and Warren Suzuki. VOCATIONAL EDUCATION FOR MENTALLY RETARDED STUDENTS. Corvallis, OR: Oregon State University. 1981.

Salem School District and Vocational-Technical Division of Oregon State University. A METHODOLOGY FOR READING SKILL IMPROVEMENT IN VOCATIONAL SECONDARY PROGRAMS. 1981.

Lebanon Union High School and Vocational-Technical Education Department of Oregon State University. MATHEMATICS IN VOCATIONAL EDUCATION. 1982.

Phelps, L. Allen and Ronald J. Lutz. CAREER EXPLORATION AND PREPARATION FOR THE SPECIAL NEEDS LEARNER. Boston: Allyn and Bacon, Inc. 1979.

Meers, Gary. HANDBOOK OF SPECIAL VOCATIONAL NEEDS EDUCATION. Rockville, MD: Aspen Systems Corporation. 1980.

Gugerty, John, Rusha, Arona Faye, Tradewell, Mary and Linda Anthony. TOOLS, EQUIPMENT AND MACHINERY ADAPTED FOR VOCATIONAL EDUCATION AND EMPLOYMENT OF HANDICAPPED PEOPLE. U.S. Office of Education. 1981.

Heller, Jack. TYPING FOR THE PHYSICALLY HANDICAPPED. Greg/McGraw Hill Publishing. 1978.

Feichtner, Sheila, ed. JOURNAL FOR VOCATIONAL SPECIAL NEEDS EDUCATION. National Association of Vocational Education Special Needs Personnel.

APPENDIX C

FORM POSTCARD USED TO INFORM REGIONAL VOCATIONAL EDUCATION COORDINATORS THAT PROJECT STAFF MEMBERS WILL BE WORKING WITH SCHOOLS AND COLLEGES IN HER/HIS REGION

To:_____ Date:_____

_____ of _____

asked us for assistance. We have:

_____ sent materials

_____ made an appointment for: Time:_____ Day:_____

_____ suggested that they contact (you) (Alliance)

_____ _____

Area of Concern is:_____

_____

Please call us if you have any questions or concerns.

Marie Egbert or Ralph Yoshimura
Vocational Education Special Needs Project
Department of Vocational and Technical Education
Oregon State University
Corvallis, OR 97331-2404

Phone: 754-2586

First page is printed on carbonless self-imaging stock and filed in project's records. Second page is printed on manila tag stock and mailed as postcard.

APPENDIX D

EXAMPLE OF A CURRICULUM FOR HANDICAPPED LEARNERS IN HIGH SCHOOLS

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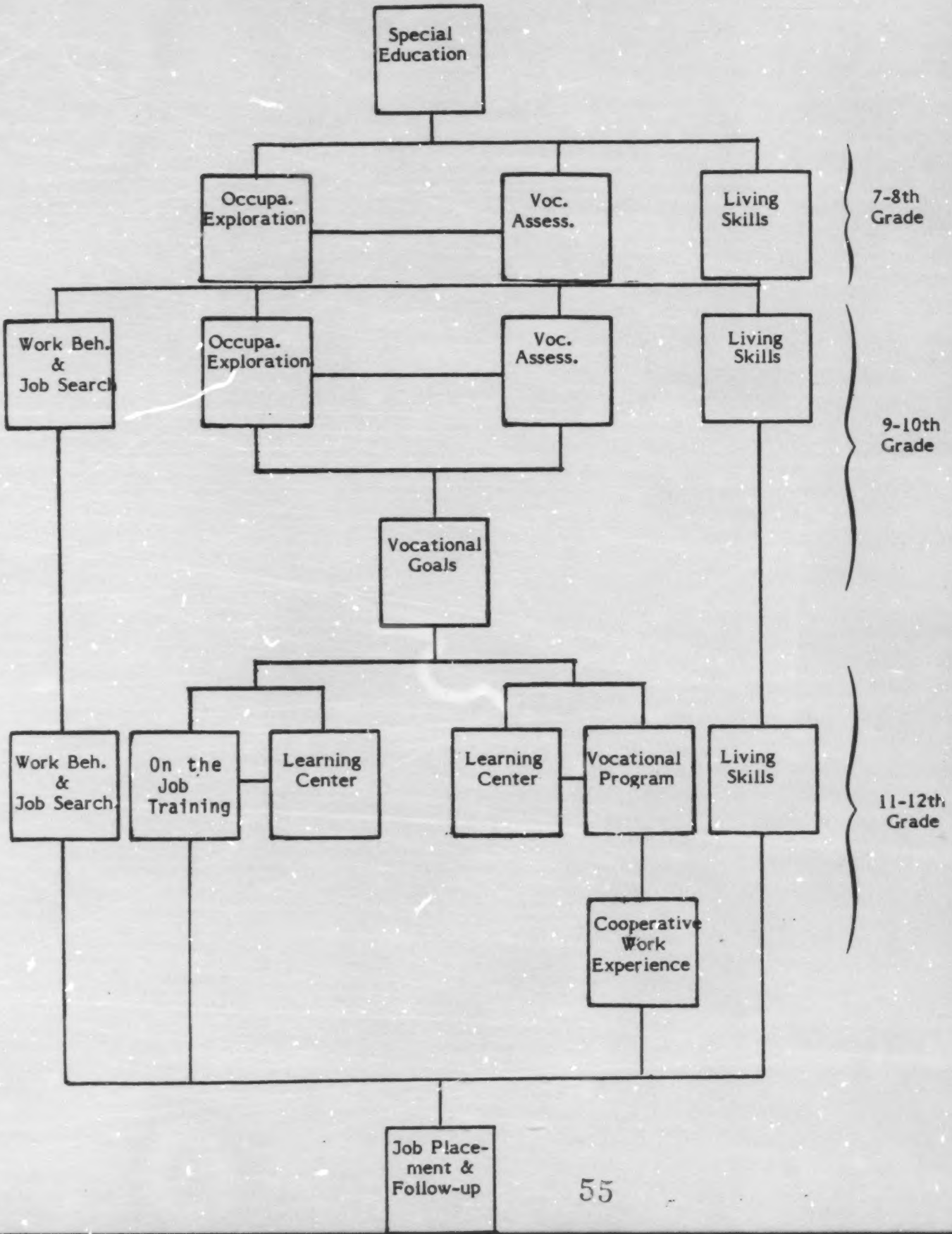
VOCATIONAL SPECIAL NEEDS CURRICULUM



OCCUPATIONAL EXPLORATION AND VOCATIONAL ASSESSMENT

Suggested Grade Levels: 9th through 10th (may begin at 7th or 8th).

Unit Goal: Increase the special needs student's awareness of potential entry-level occupations.

Student Task: Acquire specific information on the different types of entry-level jobs, including qualifications, training, current openings, salary/wages, job descriptions, etc.

Related Activities

1. Read about different jobs through job information pamphlets, vocational workbooks, and other related literature.

2. View films and filmstrips on occupations and discuss the different aspects of each job.

3. Interview teachers and other staff members about their previous non-teaching work experiences.

4. Use the Career Information System (CIS) to acquire information on specific jobs.

5. Interview parents and friends about their occupations.

6. Arrange for a "Career Day" for students to find out about jobs which they are interested in and can acquire the skills to perform.

Student Task: Acquire specific information on entry-level jobs that are available locally.

Related Activities

1. Take field trips to local businesses and industries.

   a. Observe workers perform their job tasks.

   b. Interview supervisor/employer using student-prepared questionnaire.

   c. Use acquired information to develop a file on potential local jobs.

2. Invite local business and industry personnel to class to discuss their occupations.

3. Invite former pupils to talk about their employment experiences.

Student Task: Enroll in introductory classes in areas such as industrial arts, home economics, business and/or agriculture.

Related Activities

1. Identify various occupations within those areas.

2. Using hand and power tools, and machines properly and safely.

3. Practicing safety with tools and machines.

4. Perform measuring and reading for vocational related assignments.

Student Task: Participate in an in-school work exploration program.

Related Activities

1. Receive hands-on experiences in three or more in-school jobs of contrasting nature. (E.g., office helper, food service worker, janitorial helper, grounds maintenance worker, gym monitor, library aide, shop monitor.)

2. Identify advantages and disadvantages of each job.

3. Identify which jobs were most interesting.

4. Discuss the value of good work behavior and attitudes.

Unit Goal: Develop individual vocational goal(s).

Teacher Task: Identify the student's vocational aptitudes and interests, academic, physical and social skills.

Related Activities

1. Obtain information on vocational aptitudes through standardized aptitude tests (Appendix A1).

2. Obtain information on parental expectations (Appendix A2.)

3. Acquire information on vocational interests through commercially developed inventories, or interviews with student and parent/guardian.

4. Determine academic competencies through locally-developed tests (Appendix B1 to B3) and student records.

5. Identify social competencies and physical development through student records and teacher observations.

6. Summarize the assessment results by developing a student vocational profile (Appendix C).

Teacher Task: Use the information to identify an appropriate vocational goal for the student.

Related Activities

1. Analyze the student profile and discuss the special needs and strengths of the student with appropriate school personnel, parents/guardians, and student.

2. Assist the student to identify a vocational goal in terms of acquiring skills and knowledge of a specific entry-level occupation. The goal should be developed before the student enters the eleventh grade.

Examples of vocational goal statements:

a. "The student will acquire the entry-level skills required of a nursery worker by enrolling in a horticulture class and participating in a related work experience program."

b. "The student will acquire the entry-level skills required of a nursery worker by participating in direct on-the-job training."

3. Obtain acceptance from the parent/guardian as to the appropriateness of the recommended entry-level job for the student.

4. Select the most appropriate approach for the student to best achieve the vocational goal. Suggested options are:

   a. Mainstreaming students into a regular vocational or cluster program, followed by cooperative work experience in a related occupation.

   b. Acquiring vocational skills by direct on-the-job training.

VOCATIONAL SKILLS PREPARATION

Suggested Grade Levels: 11th and 12th

The emphasis at these levels should be to assist the special needs students to acquire employable skills in specific jobs. The preferred mode to accomplish this task would be by enrollment in regular vocational cluster programs with subsequent participation in a related work-experience program. The major process is the development of the individual vocational education program. This document is a supplement to the IEP.

Unit Goal: Develop and implement individualized vocational education programs (IVEPs) for students in mainstreamed vocational settings.

Special Educator's Task: Enroll student into a regular vocational program to acquire entry-level skills of a specific job(s).

Related Activities

1. Meet with the appropriate vocational instructor to discuss mainstreaming the special needs student.

   a. Clarify the primary vocational needs of the student as the acquisition of entry-level job skills.

   b. Discuss the individual's vocational goal, aptitudes, interests, and needs.

   c. Relate how the placement may assist the student fulfill the vocational goal(s).

2. Obtain permission to enroll the student into the vocational program.

Cooperative Task: (Special and Vocational Education Personnel): Develop an individualized vocational education program for the student.

Related Activities

1. List the major tasks and subtasks performed in the identified entry-level job. This may be accomplished by: a) conducting a job analysis at several sites doing similar work, b) interviewing employers and/or employees, c) interviewing vocational instructors, d) using printed occupational analysis (Appendix H).

2. Discuss with the vocational instructor which of the tasks can be taught in the vocational program. These identified tasks would be used as the instructional objectives.

3. Transfer the selected tasks and subtasks to the IVEP form, under the "Instructional Task" columnn (Appendix D).

4. Specify the person(s) responsible for the instruction of each objective under the "Person Responsible" column.

5. Vocational instructor and/or special educator should explain details of the plan to the student.

6. Obtain signatures of involved parties to indicate approval.

Cooperative Task: Provide vocational instruction based on the IVEP.

Related Activities

1. Facilitate mainstreaming by adopting these special provisions:

   a. Place no more than two handicapped students in the same period of a regular vocational class.

   b. Provide the vocational instructor with the option to terminate student's enrollment in the course when the instructional tasks of the IVEP are satisfactorily met.

   c. Assist the vocational instructor to understand that the handicapped student is mainstreamed into a vocational class primarily to acquire entry-level skills for a specific job and not necessarily to complete the entire course objectives.

2. Role of the vocational instructor.

   a. Assist the student acquire entry-level skills documented in the IVEP.

   b. Record the completion of each objective in the "Evaluation" column of the IVEP.

   c. Identify the barriers affecting student's learning and adapt instructional techniques to facilitate learning.

   d. Relate classroom and lab activities to the real world of work.

   e. Assist the student to adjust to the mainstreamed classroom environment.

   f. Meet with the special educator periodically to review progress of the student and to ask for assistance when necessary.

   g. Grade the student on predetermined objectives.

3. Role of the special educator.

   a. Reinforce vocational concepts and instructions presented in the vocational programs.

   b. Offer tutoring services for vocational related assignments.

   c. In cooperation with the vocational instructor, work to alleviate behavior problems that may arise.

   d. Provide job search skills.

   e. Periodically meet with vocational instructor to discuss student progress.

   f. Occasionally visit the student in the vocational class.

Cooperative Task: Provide cooperative work experience.

Cooperative work experience enables students to acquire employment skills through a cooperative arrangement between the school and employer. The student combines work experience with academic, social, and related vocational instruction in the school. Therefore, the experiences the student has in school and on-the-job should be planned and supervised by both the school and the employer so that each contributes to the student's educational and eventual employability.

Related Activities

1. Select a training station with the following qualities:

   a. Ability to provide sound vocational training.

   b. Safe and pleasant place to work.

   c. Willingness of employer to function cooperatively with the school, including a willingness to make adjustments in the job requirements so as to optimize the learning experience, especially in the beginning stages of work experience.

2. Inform the potential employer of the goals and objectives for the student. Use the completed IVEP to identify entry-level skills acquired by the student in the vocational program.

3. Identify who will directly supervise the student at the employer's facilities.

4. Develop a training plan.

   a. Conduct a job analysis by identifying major tasks and subtasks to be performed on the job by observing a worker in a similar position and by interviewing an employer or employee.

   b. Transfer the identified tasks to the Training Plan form (Appendix E).

   c. Use the training plan as a guide for the employer/supervisor.

5. Prepare the student for the job interview.

   a. Inform the student of the possible job vacancy.

   b. Assist student in completion of job application form.

   c. Assist student in calling employer for an appointment for an interview.

   d. Review interviewing procedures with the student.

6. Develop a training agreement, specifying responsibilities of the student, parent/guardian, employer and school.

   a. Conduct a meeting to discuss the responsibilities specified in the training agreement. (See Appendix F).

b. Clarify matters not covered in the training agreement. This might include: a) responsibility of student/parent to notify employer of absence from work, b) identify source of wages, if provided (this could be the employer, NARC-OJT, JTPA, other), c) mode of transportation to and from work (school, public, private), and d) types of appropriate work clothing.

7. Responsibilities of employer/supervisor.

a. Orient student to job site and position.

b. Train and supervise student.

c. Communicate needs, progress, and potential problems of the student to appropriate school personnel.

d. Look after the welfare of the student.

e. Evaluate student's work performance periodically (e.g., every 4 weeks) (Appendix G).

f. Discuss each evaluation with the work experience coordinator.

8. Responsibilities of the vocational teacher.

a. Provide instruction to remediate or reinforce work-related skills.

b. Visit job site, at least once, to acquire first-hand information of the job, facilities, and working conditions. Use the information to better correlate classroom instruction with the student's experiences on the job.

9. Responsibilities of the work-experience coordinator.

a. Observe students at work site.

b. Update the training plan when necessary.

c. Maintain communication with the supervisor/employer.

d. Provide feedback to the special education and vocational teachers, such as suggestions for classroom instruction to reinforce behavior or skills related to the work.

e. Provide feedback to the parents/guardians.

f. Evaluate the student and the placement.

g. Review the evaluation with the student and parent/guardian.

Unit Goal: Develop and implement individualized vocational education programs for non-mainstreamed vocational students.

If a regular vocational program is not available or appropriate for special needs student, then direct on-the-job training is recommended as an alternative approach. In this approach,

the acquisition of occupational skills will occur at in-school and community job sites and will be reinforced with supportive instruction in the learning resource centers.

Special Educator's Task: Secure an IN-SCHOOL or COMMUNITY-BASED work experience station.

Related Activities

1. Select a potential training station with the following qualities:

   a. Ability to provide work commensurate with the student's abilities.

   b. Safe and pleasant place to work.

   c. Willingness of employer to cooperate with the district.

   d. Potential place for permanent employment.

2. Explain the objectives of the work program to the potential employer and acquire approval to use the firm as a training station.

3. Identify who will directly supervise the student at the job site.

Special Educator's Task: Develop a training plan.

Related Activities

1. Conduct a job analysis by identifying major tasks and subtasks to be performed on the job by observing a worker in a similar position and by interviewing an employee or employer.

2. Transfer the identified tasks to the Training Plan form (Appendix E).

   NOTE: The training plan, by its design and application will be regarded as the student's IVEP.

Special Educator's Task: Develop a training agreement, specifying responsibilities of the student, parent/guardian, employer, and school.

Related Activities

1. Responsibilities of the special education work experience personnel:

   a. Observe students at work site.

   b. Update the training plan when necessary.

   c. Maintain communication with the supervisor/employer.

   d. Provide feedback to the special education teacher, such as suggestions for classroom instruction to reinforce

behavior or related skills.

e. Evaluate the student and the placement.

f. Review the evaluation and provide feedback to parent/guardian.

2. Suggested responsibilities of employer/supervisor:

a. Orient student to the job site and position.

b. Train and supervise student.

c. Communicate needs, progress, and potential problems of the student to appropriate school personnel.

d. Look after the welfare of the student.

e. Evaluate the student's work performance periodically (e.g., every 4 weeks) (Appendix G).

f. Discuss the evaluation with the special education work experience personnel.

ASSOCIATED WORK SKILLS

The major purpose of the following units is to assist the special needs students to acquire the necessary competencies in work attitudes and behavior, job search skills and independent living skills. These appropriate work related social skills can assist in the transition from school to work.

WORK BEHAVIOR

Suggested Grade Levels: 9th through 12th (may begin at 7th or 8th).

Unit Goal: Develop appropriate work behavior skills.

Methods:

1. Special educators and vocational instructors should infuse work habit concepts into their normal classroom activities, whenever appropriate.
2. Classroom management and organization may be set-up to reflect realistic work standard such as starting class promptly, stressing regular attendance and punctuality, emphacizing cause and effect relationship of absences to course learning and grades, completing assignments on time and making wise use of time.
3. Discussion and role playing sessions.

Student Task: Demonstrate appropriate work behavior skills.

Related Activities

1. Recognize the importance of attendance and punctuality.
   a. Identify reasons for good attendance and punctuality.
   b. Identify appropriate and inappropriate excuses for tardiness.
   c. Understand proper action to take if late or absent from work.
2. Follow directions in completing tasks.
   a. Perform tasks according to oral directions.
   b. Perform tasks according to written directions.
3. Assume self-initiative.
   a. Seek additional assignment upon task completion.
   b. Seek assistance when needed.
4. Work well with others.
   a. Identify reasons for working with others.
   b. Complete group assignments.
5. Accept supervision.

a. Recognize the roles of supervisor(s).

6. Assume occupational safety responsibilities.

a. Understand major reasons for practicing safety on the job.

b. Identify potential safety hazards in specific jobs.

JOB SEARCH

Suggested Grade Levels: 9th through 10th (group instruction)
11th through 12th (based on individual needs)

Unit Goal: Develop job search skills.

Student Task: Demonstrate appropriate job search skills.

*Related Activities

1. Identify a prospective job.

a. Demonstrate procedures for locating a prospective job (e.g., use of want ads, employment services, friends, parents, etc.).

2. Apply for a job.

a. Identify the steps necessary in the job application process (e.g., fill out application, appropriate dress, obtain interview, etc.)

b. Prepare personal information to be used on job application forms.

c. Fill out a job application form independently and to the satisfaction of the instructor.

d. Role play applying for a job both in person and by telephone.

*Adapted from LIFE CENTERED CAREER EDUCATION. A COMPENTENCY BASED APPROACH. Donn Brolin. Council of Exceptional Children. Reston, VA. 1978.

3. Interview for a job.

   a. Identify different ways to obtain a job interview (e.g., in person, letter, telephone).

   b. Role play an interview with school personnel as a practice session.

   c. Dress appropriately.

INDEPENDENT LIVING SKILLS

Suggested Grade Levels: 9th through 10th (group instruction)
11th through 12th (based on individual needs)

Unit Goal: Develop independent living skills.

Based on the evidence that social skills have a strong bearing to success on the job, instruction in living skills should be an integral part of a vocational special needs program. A comprehensive vocational program should, therefore, stress daily living skills as well as entry-level job skills.

Method: Many areas in the living skills unit are in the realm of the home economics curriculum. Therefore, the special needs living skills class can be cooperatively organized and taught by a home economics instructor and special educator.

Suggested Curriculum: Living Skills I (one semester).

1. Apply the basic four food groups to menu planning.

2. Correctly follow a recipe in preparation on simple food products.

3. Use basic kitchen equipment safely and efficiently.

4. Practice food handling and kitchen sanitation.

5. Practice personal grooming habits, such as care of hair, hands, nails, teeth, skin, bathing and clean clothing.

6. Use washer, dryer and iron correctly.

7. Demonstrate the basic need for love, companionship and belonging to a group.

8. Demonstrate how to develop meaningul relationships with the opposite sex.

Suggested Curriculum: Living Skills II (one semester)

1. Demonstrate simple mending techniques, including sewing on a button, mending a ripped seam, putting in a hem, and patching torn areas.

2. Describe the basic anatomy and physiology of the male and female reproductive systems, identifying parts and their functions.

3. Discuss appropriate and inappropriate sexual behaviors for various places or life situations.

4. Demonstrate independent travel skills, including use of public and private transportation.

5. Demonstrate simple household maintenance and repairs.

6. Discuss types of advertisements and their influence on buying habits.

7. Determine where to go for help for specialized services, such as hospital, health services, assistance for special difficulties, etc.

8. Budget, plan, prepare, and shop for food.

Suggested Curriculum: Living Skills III (one semester)

1. Apply budgeting principles to present and future life situations.

2. Demonstrate knowledge of concepts relating to credit in our society.

3. Demonstrate knowledge of insurance and its importance in our society.

4. Apply knowledge of opening and using checking and/or savings accounts.

5. Explain advantages and disadvantages to various types of housing available.

6. Apply knowledge of developing a plan and budgeting for and choosing clothing.

7. Demonstrate knowledge of responsibilities and rewards of various lifestyles including single, living at home, living in group home, living with friends, marriage, marriage and family.

The Living Skills Curriculum was adapted from a section written by Barbara Stalick, home economics instructor, in the VOCATIONAL EDUCATION FOR MENTALLY RETARDED STUDENTS: A PROCEDURAL MANUAL (Yoshimura, Ralph and Warren Suzuki. Oregon State University and Oregon Department of Education. 1981).

APPENDICES

APPENDIX A

Career-Vocational Suggested Tests
(for Handicapped Student Assessment)

GENERAL APTITUDE TEST BATTERY (GATB). This battery was developed by the U.S. Employment Service and consists of 12 tests which measure nine different aptitudes (indicators of potential ability). For more information, contact the Oregon State Employment Office.

NON-READING APTITUDE TEST BATTERY (NATB). This battery consists of 14 tests which measure the same nine aptitudes measured by the GATB. The NATB is used with individuals who lack basic literacy skills. For more information, contact the Oregon State Employment Office.

INTEREST CHECK LIST (ICL). This list is administered together with the GATB or NATB. The items in the list reflect a sampling of jobs related to the major fields of work.

WIDE RANGE INTEREST OPINION TEST (WRIOT). This is a vocational interest test for individuals with low reading levels. For more information, contact JASTEK Assessment System, 1526 Gilpin Ave., Wilmington, Delaware 19800.

READING-FREE VOCATIONAL INTEREST INVENTORY. For more information, contact American Association on Mental Deficiency, 5201 Connecticut Ave. NW, Washington, D.C. 20015.

MINNESOTA RATE OF MANIPULATION TEST. This test measures manual dexterity, which is the ability to move the hands easily and skillfully in placing and turning motions. For more information, write to American Guidance Service, Publishers Building, Circle Pine, Minnesota.

PENNSYLVANIA BI-MANUAL. This test measures finger dexterity (the ability move the fingers rapidly and accurately) and motor coordination (the ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed). For more information, write to American Guidance Service, Publishers Building, Circle Pines, Minnesota.

THE SOCIAL AND PREVOCATIONAL INFORMATION BATTERY (SPIB). This battery contains nine tests designed to assess knowledge of certain skills and competencies regarded as important for the community adjustment of educable mentally retarded (EMR) students. Intended primarily for junior and senior high school levels, the test consists mostly of true/false, orally administered items. The areas measured by SPIB includes employability, economic self-sufficiency, family living, personal habits, and communication.

Appendix A-2

PARENT/GUARDIAN INVENTORY

DOMAIN: Vocational

Student Name: _____ Dates: _____

Age: _____

School: _____

1. Upon graduation from the public schools, you would like to see your son/daughter participate in:

   _____ Day Care/Activity Program
   _____ Sheltered Workshop
   _____ Competitive Part-time Employment
   _____ Competitive Full-time Employment
   _____ Other

2. Following graduation from the public schools, you anticipate your son's/daughter's/charge's living situation to be:

   _____ Urban (what city?)
   _____ Rural (what county?)
   _____ At Home
   _____ Foster Home
   _____ Group Home
   _____ Sheltered Apartment
   _____ Other
   _____
   _____

3. a. Are there any work demands being placed on your son/daughter at home? If so, what are they?

   _____
   _____
   _____

   b. What is your son's/daughter's reaction to them?

   _____
   _____
   _____

   c. Has your son/daughter participated in a vocational program prior to this school year? If so, what activities was he/she involved in?

   _____
   _____
   _____

4. a. Are there any jobs that your son/daughter seems particularly interested in?

_____
_____
_____
_____

b. Are there any jobs which seem to be aversive to him/her?

_____
_____
_____

5. Do you have preferences for occupational placement?

a. Are there any activities from past vocational programs that you think should be included in your son's/daughter's occupational training?

_____
_____
_____
_____

b. Are there occupations in which you object to your son's/daughter's participation?

_____
_____
_____

6. a. What concerns do you have regarding your son's/daughter's placement in a vocational training program?

_____
_____
_____

b. If there are any recurring safety problems (e.g., facination with electrical outlets, putting objects in mouth, etc.) please state them.

_____
_____
_____

7. If you have any concerns or comments, please state them.

_____
_____
_____

8. Please sign and date this survey. It will go in your son's/daughter's record and will be vital for the development of his/her I.E.P.

Signed: _____ Date: _____

NUMERICAL SKILLS WORKSHEETS

Name _____ Date _____

ADD

		12		
		34	$3.45	
85	283	42	1.00	21,468
+ 1	+ 514	+ 11	+ 4.53	+ 58,530

			$ .27	
			.38	$105.50
$15.00	$25.50		.92	37.24
3.50	16.29	$19.47	.56	560.93
10.00	32.98	.03	.48	1.36
+ 4.15	+ 54.67	+ 7.81	+ .24	+ 346.57

_____% Correct

SUBTRACT

88	117	964	$29.50	$3,459
- 1	- 12	- 523	- 13.40	- 205

12.45	180	1.05	1.00	9,565
- 9.38	- 171	- .50	- .65	- 755

_____% Correct

MULTIPLY

30 x 1	54 x 2	94 x 3	20 x 9	76 x 5
1.32 x 6	3.56 x 7	5.00 x 9	615 x 8	24 x 35

_____% Correct

DIVIDE

$4\overline{)4}$	$5\overline{)25}$	$8\overline{)32}$	$6\overline{)126}$	$9\overline{)459}$
$8\overline{)179}$	$5\overline{)365}$	$7\overline{)225}$	$2\overline{)1807}$	$20\overline{)450}$

_____% Correct

APPENDIX B-2

MEASURE

Draw a line for the following measurements:

6 inches ·

5½ inches ·

4¼ inches ·

2 inches ·

3 3/4 inches ·

Find the measurements for lines A, B, C, D and E:

A ——————————— = _____ **inches**

B ——————————— = _____ **inches**

C ——— = _____ **inches**

D ——————————— = _____ **inches**

E ——————————————————————————— = _____ **inches**

_____% **Correct**

MONEY

Identify the following coins and bills: (to be administered orally)

Penny _____ **Nickel** _____ **Dime** _____ **Quarter** _____ **Half-dollar** _____

Dollar _____ **Five dollars** _____

Show two combinations for each of the following amounts:

5¢ _____ 10¢ _____ 15¢ _____ 20¢ _____ 25¢ _____ 30¢ _____

50¢ _____ $1.00 _____

Change making:

1. **I make a purchase of $4.00 and give you $5.00. Give me the correct change.**
   1st Attempt _____ **2nd Attempt** _____
2. **I make a purchase of 20¢ and give you 25¢. Give me the correct change.**
   1st Attempt _____ **2nd Attempt** _____

3. I make a purchase of $3.50 and give you $5.00. Give me the correct change.
   1st Attempt _____ 2nd Attempt _____

4. I make a purchase of 76¢ and give you $1.00. Give me the correct change.
   1st Attempt _____ 2nd Attempt _____

5. I make a purchase of 14¢ and give you 50¢. Give me the correct change.
   1st Attempt _____ 2nd Attempt _____

_____% Correct

TIME

Tell time by hour _____ Half-hour _____ Quarter-hour _____

5 minutes _____ One minute _____

APPENDIX B-3

COMMUNICATIONS SKILLS WORKSHEET

Reading: Assess reading levels by administering an Informal Reading Inventory (IRI).

Independent Level _____

Instructional Level _____

Frustration Level _____

Spelling: Assess spelling ability for common words. A suggested spelling list is given below.

1. employer	6. late	11. food	16. police
2. work	7. wage	12. cost	17. car
3. help	8. time	13. thank you	18. student
4. teacher	9. street	14. list	19. Oregon
5. store	10. tools	15. school	20. rent

_____% Correct

Written Communication: Write a series of sentences on a subject of interest to the student.

1.

2.

3.

4.

5.

Following Verbal Commands: Suggested commands are given below. If the student is unsuccessful in following the command(s) on the first attempt then the command(s) should be repeated before the next attempt. Indicate with an X which attempt was executed correctly.

One Command

1. Tell me your full name.

1st Attempt _____ 2nd Attempt _____ 3rd Attempt _____

Two Commands

1. Put any five books on your desk.
2. Bring to me the book with the most pages.

1st Attempt _____ 2nd Attempt _____ 3rd Attempt _____

Three Commands

1. Turn to page 32 in a dictionary.
2. Find a word with five or more letters.
3. Write the word backwards on this sheet of paper.

1st Attempt _____ 2nd Attempt _____ 3rd Attempt _____

Four Commands

1. Turn to page 3 in the telephone directory.
2. On a piece of paper write the phone number to call for the time.
3. Dial this number for the time.
4. Write the time on the chalkboard.

1st Attempt _____ 2nd Attempt _____ 3rd Attempt _____

Five Commands

1. Borrow a book on animals at the library.
2. Bring the book back to the room.
3. Write on a sheet of paper the title and author of the book.
4. Hand in the paper to me.
5. Return the book to the library.

1st Attempt _____ 2nd Attempt _____ 3rd Attempt _____

Six Commands

1. Get a dictionary.
2. Turn to page 100.
3. Pick out three words from that page.
4. Write the three words on a sheet of paper.
5. Circle each of the words.
6. Fold the paper in half.

1st Attempt _____ 2nd Attempt _____ 3rd Attempt _____

Appendix C

STUDENT VOCATIONAL PROFILE

Student _____ Assessment/Appraisal Team

School _____ _____

Date _____ _____

Special Needs Indicators	Difficulty				Strength	Criterion Statements
Numerical Skills						
Counting/recording						Reads, counts, and/or records numerical information with _____% accuracy.
Add/subtract						Performs addition and subtraction computations with _____% accuracy.
Multiply/divide						Performs multiplication and division computations with _____% accuracy.
Money						Recognizes common denominations of coins and bills and can make change with _____% accuracy.
Measure						Measures by inches, feet, yards; weigh by pounds and ounces with _____% accuracy.
Time						Tells time by hour, half-hour, quarter-hour, five minutes and minute with _____% accuracy.
Other numerical skills						
Communication Skills						
Reading						Reads with comprehension at the _____ grade level.
Spelling						Spells common words with _____% accuracy.
Verbal communication						Uses words effectively when asking or responding to questions as determined by the teacher.
Written communication						Writes a series of sentences on a given subject to the satisfaction of the teacher.
Psychomotor/Physical Skills						
Physical strength						a. Can perform sedentary work (mostly sitting and required to lift a maximum of 10 pounds).
						b. Can perform light work (considerable standing or walk or work movements while sitting and required to lift up to 20 pounds).
						c. Can perform medium work (many work movements while sitting and required to lift up to 50 pounds).
						d. Can perform heavy work (required to lift up to 100 pounds or carry up to 80 pounds).
						e. Can perform very heavy work (required to lift over 100 pounds).
Hand-eye coordination						Coordinates movement of eyes and hands and fingers rapidly and accurately.
Manual dexterity						Moves and coordinates hands with skill and ease in placing and turning motions; uses common hand tools.
Finger dexterity						Manipulates small objects with fingers rapidly and accurately.
Mobility						Walks or moves to appropriate locations with little or no problem.
Other skills						

Special Needs Indicators	Difficulty				Strength	Criterion Statements
Social Skills						
Cooperativeness						Cooperates with peers and others for the accomplishment of a group task (rated as determined by teacher).
Punctuality						Is on time regularly for activities and events; accepts responsibility for tardiness (rated as determined by teacher).
Self-initiation						Initiates work on task promptly and without being directed (rated as determined by teacher).
Responsibility						Assumes and carries out tasks in a responsible manner (rated as determined by teacher).
Attentiveness						Listens to directions; follows instructions; attends to tasks as required (rated as determined by teacher).
Seeks help						Requests assistance from others and/or peers when encountering difficulty (rated as determined by teacher).
Distractibility						Stays on task when others are nearby or after experiencing non-work related problems (rated as determined by teacher).
Loyalty						Never or rarely complains about peers, teachers, others, or tasks (rated as determined by teacher).
Absence of supervision						Works at a consistent rate when unsupervised; works well without direct continuous supervision (rated as determined by teacher).
Occupational Interests						
Agriculture						
Automotive						
Business/Office						
Construction						
Electricity/Electronics						
Food/Clothing/Child Care						
Forestry						
Graphics						
Health						
Ind. Mechanics						
Marketing						
Metals						
Service Occupations						

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APPENDIX D

INDIVIDUAL VOCATIONAL EDUCATION PLAN (IVEP)

VOCATIONAL CLASS: Horticulture STUDENT'S NAME: _____

ENTRY LEVEL JOB(S): Nursery Worker

INSTRUCTIONAL TASKS AND SUBTASKS	Person(s) Responsible	EVALUATION Involved	Employable
1. Prepare growing media and seedbeds a) Screen media b) Sterilize mixed media if necessary c) Fill pots and flats d) Apply fertilizer to media			
2. Propogate nursery stock. a) Prepare and plant cuttings in flats b) Transplant cuttings and seedlings to the field c) Label planted rows or areas			
3. Culture plants in the nursery a) Water nursery stock b) Prune and trim plants c) Prepare cutting d) Operate sprayers and dusters e) Thin and space nursery stock f) Identify and remove diseased and dead plants. g) Identify common weeds, insects and diseases. h) Cultivate with hand and power equipment			

We concur with the specifications

Signature	Position	Date	Signature	Position	Date

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APPENDIX D

INDIVIDUAL VOCATIONAL EDUCATION PLAN (IVEP)

VOCATIONAL CLASS: Office Skills STUDENT'S NAME: _____

ENTRY LEVEL JOB(S): Office Helper

INSTRUCTIONAL TASKS AND SUBTASKS	Person(s) Responsible	EVALUATION Involved	EVALUATION Employable
1. Perform typing tasks.			
a) Type labels, lists, schedules, memos, cards and envelopes.			
b) Proof read copy			
c) Make corrections as needed			
2. Perform filing tasks.			
a) File materials alphabetically, by number, by subject.			
b) Retrieve items from files			
3. Use office machines			
a) Use typewriter			
b) Use ditto and photocopy machines			
c) Use automatic stapler, paper cutter, paper punch			
d) Use adding machine			
4. Perform mail duties			
a) Deliver incoming mail			
b) Process and deliver interoffice mail			
c) Inspect outgoing envelopes for address and postage.			
5. Perform miscellaneous duties			
a) Run errands			
b) Distribute supplies			
c) Prepare meeting rooms			
d) Make and serve coffee			
e) Water office plants			

We concur with the specifications

Signature	Position	Date	Signature	Position	Date

APPENDIX D

INDIVIDUAL VOCATIONAL EDUCATION PLAN (IVEP)

VOCATIONAL CLASS:_____ STUDENT'S NAME:_____

ENTRY LEVEL JOB(S):_____

INSTRUCTIONAL TASKS AND SUBTASKS	Person(s) Responsible	EVALUATION Involved	Employable

We concur with the specifications

Signature	Position	Date	Signature	Position	Date

APPENDIX E

TRAINING PLAN

Student: _____

Job: Nursing Aide

Task	Performs with Supervision	Performs without Supervision	Person(s) Responsible	Related Skill	Person(s) Responsible
Goal: To take full responsibility for two patients.					
Tasks:					
1. Receive report in A.M. from nurse on duty.					
2. Prepare patient for breakfast.					
3. Assist patient to dress - take to bathroom first.					
a. Oral hygiene					
b. Hair care					
c. Nails					
4. Bathe patient and wash hair.					
5. Make and/or change beds.					
6. Leave room clean and tidy.					
7. Make patient assessments.					
a. Condition of skin					
--any breakdowns					
--redness					
--swelling of feet or hands					
--dryness, cracking					
b. Blood Pressure					
c. Pulse					

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APPENDIX F

COOPERATIVE WORK EXPERIENCE TRAINING AGREEMENT

TO BE FILLED OUT OR SIGNED BY THE STUDENT, EMPLOYER, PARENT, AND COORDINATOR

Student	Social Security Number	Grade	Work Permit

Home Address	City	County	Zip	Telephone

Full-time Student_____ Part-time Student_____ Average hours of work (weekly)_____

SAIF will be paid by employer_____ _____ Employer_____

Describe the type of field experiences you will be doing_____

_____

If this is a paid experience, your hourly wage will be $_____. Non-paid_____
Do you have any health or physical problems an employer should be aware of?_____

I realize that _____ credits from the contact class _____ will be given for satisfactory completion of work experience during _____ term. In accordance with school policy, I realize that I am to keep my coordinator informed of my work activiites and consult him prior to changing my employment status. My parents or guardians agree and approve of this training station and that they will be responsible for the safety and conduct of the learner while travelling to and from school, the training station, and home.

Student Signature	Parent/Guardian Signature	Date

This student will receive credit for satisfactory completion of his cooperative work experience. I agree to work with this student for the time and rate of pay specified above in accordance with company rules and regulations. To provide the trainee with a variety of tasks in order to increase the educational value of the work experience and contribute to the attainment of his career objective. To adhere to all Federal and State regulations regarding employment. If any difficulty should arise, I will contact the coordinator to try to resolve the issue.

Employer/Supervisor Signature	Date

The coordinator will make periodic visits to observe the trainee on the job, consult with the employer, and assist in evaluation of job performance. To work with the employer to enhance the classroom activities for the student learner. To help in career guidance with each student. To help coordinate all of the above tasks.

School District is an Equal Educational Opportunity Institution. Students are placed without regard to race, sex, color, or national origin.

Coordinator Signature	Date

Routing: White copy to CWE Office, yellow for student, pink for employer, gold for coordinator. Must have all signatures.

APPENDIX G

EMPLOYER EVALUATION

Trainee_____

Evaluator_____

Job_____

Date_____

To assure successful training and placement it is essential to receive data on the following job-related behaviors: Job Performance, Job-related Social Skills, Work Characteristics, and Personal Appearance and Grooming. To assess these behaviors the following performance scale has been devised.

(5) Outstanding - far exceeds expectations for employability
(4) Good - meets expectations for employability
(3) Fair - meets most expectations for employability
(2) Poor - less than adequately meets expectations for employability
(1) Unsatisfactory - does not meet expectations for employability

Job-Related Social Skills

1.	With co-workers (cooperates and works well with co-workers while performing job)	1 2 3 4 5
2.	With supervisor (listens to instruction, reacts positively to criticism, interacts well socially)	1 2 3 4 5
3.	With customers (interacts well, answers questions)	1 2 3 4 5

Work Characteristics

1.	Dependability (attendance, punctuality)	1 2 3 4 5
2.	Work tolerance (can work under pressure or with distraction)	1 2 3 4 5
3.	Attitude (cooperation, enthusiasm, motivation)	1 2 3 4 5
4.	Independence (works without direct supervision)	1 2 3 4 5
5.	Controls frustration and anger	1 2 3 4 5
6.	Notifies employer in advance of planned absence or when ill	1 2 3 4 5
7.	Shows initiative (seeks more work when finished with task)	1 2 3 4 5

Personal Appearance and Grooming

1.	Grooming (hair, clothes, odor)	1 2 3 4 5
2.	Behavior (does not exhibit socially inappropriate behaviors - rocking, drooling, nose-picking, etc.)	1 2 3 4 5

Job Performance

1.	Completes all assigned tasks	1 2 3 4 5
2.	Completes tasks within allotted time	1 2 3 4 5
3.	Specific job tasks	
	_____.	1 2 3 4 5
	_____.	1 2 3 4 5
	_____.	1 2 3 4 5
	_____.	1 2 3 4 5
	_____.	1 2 3 4 5
	_____.	1 2 3 4 5
	_____.	1 2 3 4 5
	_____.	1 2 3 4 5
	_____.	1 2 3 4 5
	_____.	1 2 3 4 5
4.	Overall, the quality and timeliness of performing all tasks for the job	1 2 3 4 5

Comments:

APPENDIX H

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TASK INVENTORY

GREENHOUSE GROWER
Job Title

Bill Curtis
Analyst

INSTRUCTIONS:

List each manipulative and knowledge skill relating to the job listed above. To the right of the page are three sections of columns asking specific questions about the Entry Level, Frequency of Performance and Instruction Attained At. An "X" should be placed, by the analyst, opposite each task in the appropriate box of the "ENTRY LEVEL" and "FREQUENCY OF PERFORMANCE" sections. Section three, "INSTRUCTION ATTAINED AT" is to be completed by state representative persons selected by the state department specialist.

Duty No.	Task No.	Task Description	Entry Level		Frequency of Performance			Instruction Attained at			
			Entry	On The Job	Small Amount	Average Amount	Great Amount	High School	Community College	On-the-Job Training	Related Training
1	0	Prepares Planting & Growing Areas									
	1	Identify type of soil for plant	X		X						
	2	Identify and select plants based on market demands		X		X	X				
	3	Shred or screen the soil		X	X						
	4	Mix soil with plant growing materials		X	X						
	5	Sterilize mixed soils	X		X						
	6	Fill benches and pots		X	X						
	7	Mix fertilizer into soil		X		X					
	8	Spread peat moss on top of soil mix		X	X						
	9	Identify plants by botanical classification	X		X						
2	0	Grows Annual and Seasonal Plants									
	1	Select proper time to plan annuals & seasonal varieties	X			X					
	2	Select seeds and bulbs		X		X					
	3	Clean and treat seed		X	X						
	4	Select cuttings and seedling stock		X		X					
	5	Plant seeds, bulbs, tubers		X		X					
	6	Transplant seedlings to pots	X		X						
	7	Plant cuttings in flats	X				X				
	8	Pencil label planted specimens		X		X					
	9	Keep seeds & bulbs at proper temperature	X		X						
	10	Identify types of horticultural plants	X			X					
	11	Water plants	X				X				
	12	Fertilize plants	X				X				
	13	Perform soil tests	X		X						
	14	Thin nursery stock		X	X						
	15	Prune and thin plants		X		X					
	16	Pinch potted plants	X			X					
	17	Control temperature with fans and heaters	X			X					
	18	Control humidity with ventilating fans & humidifiers	X			X					
	19	Control both the type and amount of light	X		X						
	20	Force bulbs	X		X						
	21	Force potted plants to bloom at seasonal times		X			X				
	22	Cultivate beds for aeration		X		X					

APPENDIX H

TASK INVENTORY

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WAITER

Job Title

Analyst

INSTRUCTIONS:

List each manipulative and knowledge skill relating to the job noted above. To the right of each task is a series of columns asking specific questions about the entry level, level of difficulty, frequency, and type of skill involved. Place an "X" in each of the four categories opposite the task description. (Definitions on back).

Duty No.	Task No.	Task Description	Entry Level		Level of Difficulty			Frequency		
			Entry	On The Job	Easy	Moderate	Difficult	Small Amount	Average Amount	Great Amount
		Communicate logically with others		X		X				X
		Write legibly	X			X				X
		Understand fundamentals of arithmetic	X			X				X
		Work cooperatively with supervsiors and fellow employees		X		X				X
		Execute tasks according to directions		X		X				X
		Relieve or assist other employees during emergencies or rush periods		X		X			X	
		Accept personal responsibility		X		X				X
		Develop and maintain good personal and public relations	X				X			X
		Have a sense of loyalty to your employer		X		X				X
		Maintain good personal hygiene habits	X			X				X
		Welcome patrons and seat them		X	X					X
		Present menu to diners		X	X					X
		Make suggestions regarding food and service		X	X					X
		Answer questions regarding food and service		X	X					X
		Take the customer's order	X			X				X
		Relay order to kitchen or serving area		X		X				X
		Deliver customers orders		X		X				X
		Fill beverage cups and glasses as needed		X		X				X
		Observe diners to fulfill additional requests		X		X				X
		Adjust or assist in adjusting customer complaints					X		X	
		Present check to customer		X	X					X
		Operate cash register		X		X				X
		Clear tables or counter		X		X			X	
		Reset counter or tables		X		X			X	
		Stack dishes for return to kitchen		X		X			X	
		Replenish supply of linens, silverware, glassware and dishes in dining room		X		X			X	
		Prepare appetizers		X	X			X		
		Prepare beverages and ice cream dishes	X			X				X
		Ladle soup		X	X					X
		Serve salads		X	X					X
		Portion foods correctly		X	X					X
		Garnish servings and dishes		X					X	
		Replenish food at serving stations		X		X			X	
		Do necessary sidework	X				X			X

APPENDIX E

BRIEF DESCRIPTION OF THE PROCESS USED BY PROJECT STAFF MEMBERS TO ASSIST HIGH SCHOOL CLIENTS TO PLAN AND IMPLEMENT CURRICULA FOR HANDICAPPED LEARNERS

EXAMPLE OF TECHNICAL ON-SITE ASSISTANCE PROVIDED TO HIGH SCHOOLS TO DEVELOP CURRICULA FOR HANDICAPPED VOCATIONAL STUDENTS

The following is a brief description of the long-term services provided to high schools to assist them with improving their vocational education for handicapped learners. Similar procedures and materials are used with assistance for disadvantaged vocational students.

When a high school requests assistance for developing its curriculum on vocational education for handicapped learners, a program status interview is conducted on-site by a staff member of the Vocational Education Special Needs Project (VESN). Appropriate staff members in the school are asked to describe key elements of the existing program. At the conclusion of the oral interview, the school personnel recognize the strengths and weaknesses of the services they provide to handicapped students. The VESN staff member then suggests what could be done to alleviate the deficiencies.

If the school agrees to use the services of the VESN, a project staff member meets with appropriate school personnel (e.g., special education teachers, remedial reading teachers, vocational instructors) to develop a realistic curriculum. Approximately five, one-hour sessions are needed to complete a draft of the curriculum plan for grades nine to twelve. When completed, participants should understand materials and processes for: (1) conducting appropriate and realistic vocational assessments; (2) providing instruction on independent living skills, appropriate worker behaviors, and job search; (3) developing individualized vocational education plans (IVEP) with

vocational instructors; (4) mainstreaming handicapped learners into approved vocational programs; (5) providing supportive instruction; (6) supervising cooperative work experience; and (7) providing job placement and follow-up services.

After the curriculum plan is documented, one or two sessions are held with building and appropriate district administrators, vocational instructors, and support personnel (e.g., special education teachers, remedial reading teachers) to solicit their input and prepare them to participate productively in the school's efforts. The draft curriculum is then finalized and an implementation plan is developed. Additional visits are made to the school to assist personnel with implementing their curriculum plan. The number of visits depends on a variety of variables, such as prior experience and preparation of personnel and substance of administrative support.

A follow-up visit is made to the school by the VESN staff member three to six months after providing assistance. The status of the program is assessed and additional assistance is provided as needed.

APPENDIX F

INSTRUMENTS AND TRANSMITTAL LETTER FOR THE FOLLOW-UP SURVEY OF HIGH SCHOOL AND COMMUNITY COLLEGE INSTRUCTORS SERVED BY THE PROJECT DURING THE 1983-84 PROJECT YEAR

School of Education
Vocational-Technical
Education Department

Oregon State University

Corvallis, Oregon 97331

August 27, 1984

Dear Colleague:

The Vocational Education Special Needs Project at Oregon State University is currently being evaluated to determine how effective we have been. A major source of information for this evaluation is the professionals such as you who have received services from the project. Will you complete the enclosed questionnaire and return it in the preaddressed, stamped envelope?

The information that you provide will be kept in strictest confidence. Only summaries of answers provided by all persons who respond will ever be presented. You need not provide any or all of the information that is requested, although we highly encourage you to complete the entire questionnaire. The information you provide is very important to determining our success and in planning our future activities.

We appreciate your help. If you have any questions, please feel free to call Marie Egbert, Ralph Yoshimura or me (754-2586).

Sincerely,

Warren N. Suzuki
Director
V.E.S.N. Project

VOCATIONAL EDUCATION SPECIAL NEEDS PROJECT
Department of Vocational and Technical Education
Oregon State University
Corvallis, Oregon

ASSESSMENT OF SERVICES

For each item, **circle** the number which best represents you. Please provide your assessments for the period **starting on October 1, 1983, and ending on June 30, 1984.**

For items 1 to 10, how **satisfactory** was the assistance provided to you by the project? Use the following values when assessing each of the topics:

0 = Does not apply; topic not addressed
1 = Inadequate
2 = Marginal
3 = Adequate
4 = Good
5 = Excellent

	N/A	Inadequate	Marginal	Adequate	Good	Excellent
1. Assess student's vocational aptitudes, abilities or interests.	0	1	2	3	4	5
2. Develop individual vocational education plans (IVEP).	0	1	2	3	4	5
3. Select and/or modify appropriate instructional methods/techniques.	0	1	2	3	4	5
4. Select or modify appropriate instructional materials and/or equipment.	0	1	2	3	4	5
5. Develop teams to meet special needs of students.	0	1	2	3	4	5
6. Mainstream special needs learners into regular vocational programs.	0	1	2	3	4	5
7. Coordinate basic skills instruction with vocational instruction.	0	1	2	3	4	5
8. Facilitate occupational exploration for special needs learners.	0	1	2	3	4	5
9. Coordinate cooperative work experience for special needs learners.	0	1	2	3	4	5
10. Provide job placement and follow-up services to vocational special needs learners.	0	1	2	3	4	5

For items 11 to 15, how well did project staff members perform each method for delivering services which are applicable to you. Use the following values when assessing each of the methods:

0 = Does not apply; method not used
1 = Inadequate
2 = Marginal
3 = Adequate
4 = Good
5 = Excellent

	N/A	Inadequate	Marginal	Adequate	Good	Excellent
11. Individualized technical assistance and advice at your school.	0	1	2	3	4	5
12. Individualized technical assistance and advice by telephone.	0	1	2	3	4	5
13. Materials and/or resource lists.	0	1	2	3	4	5
14. Workshop in your region or school.	0	1	2	3	4	5
15. Other (Please specify)_____	0	1	2	3	4	5
16. Overall, how responsive was the project to your needs in helping special needs students to become employable?	0	1	2	3	4	5

17. How many times did you meet with Marie Egbert, Ralph Yoshimura, and/or Warren Suzuki? 1 2 3 or more

18. With which specialization do you most closely associate yourself? (Choose one only)

(1) Vocational education
(2) Special education
(3) Basic skills or developmental education
(4) Limited-English proficiency
(5) Other (Please specify)_____

18. What position did you hold last year? (Choose one only)

(1) Instructor/teacher/work experience coordinator
(2) Counselor
(3) Supervisor/administrator
(4) Other (Please specify)_____

19. Your comments are welcomed! (Use additional sheets as needed)

THANKS! Please enclose this questionnaire in the self-addressed stamped envelope and drop it in the mail.

VOCATIONAL EDUCATION SPECIAL NEEDS PROJECT
Department of Vocational and Technical Education
Oregon State University
Corvallis, Oregon

ASSESSMENT OF SERVICES

For each item, **circle** the number which best represents you. Please provide your assessments for the period **starting on October 1, 1983, and ending on June 30, 1984.**

For items 1 to 10, how **satisfactory** was the assistance provided to you by the project? Use the following values when assessing each of the topics:

0 = Does not apply; topic not addressed
1 = Inadequate
2 = Marginal
3 = Adequate
4 = Good
5 = Excellent

	N/A	Inadequate	Marginal	Adequate	Good	Excellent
1. Assess student's vocational aptitudes, abilities or interests.	0	1	2	3	4	5
2. Select and/or modify appropriate instructional methods/ techniques.	0	1	2	3	4	5
3. Select or modify appropriate instructional materials and/or equipment.	0	1	2	3	4	5
4. Placing for special needs learners in regular vocational programs.	0	1	2	3	4	5
5. Coordinate basic skills instruction with vocational instruction.	0	1	2	3	4	5
6. Facilitate occupational/prevocational training for special needs learners.	0	1	2	3	4	5
7. Coordinate cooperative work experience for special needs learners.	0	1	2	3	4	5
8. Provide job placement and follow-up services to vocational special needs learners.	0	1	2	3	4	5

For items 11 to 15, how well did project staff members perform each method for delivering services which are applicable to you. Use the following values when assessing each of the methods:

0 = Does not apply; method not used
1 = Inadequate
2 = Marginal
3 = Adequate
4 = Good
5 = Excellent

	N/A	Inadequate	Marginal	Adequate	Good	Excellent
9. Individualized technical assistance and advice at your college.	0	1	2	3	4	5
10. Individualized technical assistance and advice by telephone.	0	1	2	3	4	5
11. Materials and/or resource lists.	0	1	2	3	4	5
12. Workshop in your college.	0	1	2	3	4	5
13. Other (please specify)_____	0	1	2	3	4	5
14. Overall, how responsive was the project to your needs in helping special needs students to become employable? (Choose one only)	0	1	2	3	4	5

15. How many times did you meet with Marie Egbert, Ralph Yoshimura, and/or Warren Suzuki? 1 2 3 or more

16. With which type(s) of learners were the services concerned? (Choose all that apply).

(1) Handicapped
(2) Academically disadvantaged
(3) Economically disadvantaged
(4) Limited-English proficiency

17. With which specialization do you most closely associate yourself? (Choose one only)

(1) Vocational education
(2) Handicapped learners
(3) Basic skills or developmental education
(4) Limited-English proficiency
(5) Other (please specify_____

18. What position did you hold last year? (Choose one only)

(1) Instructor/teacher/work experience coordinator
(2) Counselor
(3) Supervisor/administrator
(4) Other (please specify)_____

19. Your comments are welcomed! (Use additional sheets as needed).

THANKS! Please enclose this questionnaire in the self-addressed stamped envelope and drop it in the mail.

APPENDIX G

CERTIFICATION OF AUDIT OF FOLLOW-UP PROCEDURES AND DATA BY THIRD-PARTY EVALUATOR

INTERACTIVE MEDIA

4785 Andrea Dr. NW
Salem, Oregon 97304

November 26, 1984

To Whom it May Concern:

I, Jim Jacobs, certify that the evaluation procedures and data processing were witnessed by us and are accurately described below.

On August 29, 1984, we oversaw the generation of mailing labels by the data base management system. The mailing labels represented a list of all clients served by the VESN project from October 1, 1983 to July 31, 1984. From the labels generated those clients identified as having received only introductory contact with the VESN project were deleted. We verified that the editing done to the mailing labels was accurate. For every sixth label deleted the files and contact sheets were checked to verify that, in fact, only introductory contact was made with those persons.

Before the envelopes were labeled we pulled, at random, one instrument from each mailing (High School and Community College) to verify that the survey instrument and a self-addressed postage-paid envelope were included with a cover letter.

We were present when the mailing labels were attached to the sealed envelopes and delivered the instruments to the university's Mailing Services to be mailed.

We were present at the opening of the completed returned instruments and numbered each instrument as received. A 30% sample was selected and data privately recorded to check against the raw data entered. The raw data entered was checked against the 30% sample and found that there was a .01% error rate. This error did not affect the findings.

We were present when the statistical analysis of the evaluation data was performed on the OSU Computer Center's CYBER using the SPSS program. We certify that the data in Tables 4, 5, 6, 10 and 11 are correct.

Sincerely,

Jim Jacobs
Consultant

APPENDIX H

CONTACT RECORD

Form and coding format used to record each contact with every client in the field.

Dept. of Vocational & Technical Education, Oregon State University, Corvallis OR 97331-2404

CONTACT RECORD

SS # (optional) ___-___-____

Last Name _____

First Name _____ M.I. ___

School/College/ Agency _____

Department _____

Street/P.O. Box _____

City _____

Zip _____-____

Position Title _____ Area of Specialization _____

* *

School Code ___-___-___ Type ___ Area ___ Position ___

Method ___ Materials ___ Month ___ Year ____ Hours ___.___

Method Name _____

Location _____

* *

Method ___ Month ___ Year ____

Column	Code

REVISIT ___ ☐ Rectype 1 ☐ Rectype 2 ☐ Rectype 3

Staff Member _____ Date _____

(1/25/84)

CODING FORMAT

RECTYPE 1

Variable Name	VALUE LABEL	Variable Name	VALUE LABEL
TYPE	1. High School	AREA	01. Special Education
	2. Community College		02. Basic Skills
	3. E.S.D.		03. Academic
	4. State-Region Facility		04. Education, General
	5. State Agency		05. Counseling and Guidance
	6. University		06. Bilingual Ed - ESL
			07.
POSITION	1. Instructor		08.
	2. Work Experience Coord.		09.
	3. Counselor		10. Vocational Education
	4. Supervisor/Director		11. Agricultural Education
	5. Administrator		12. Business Education
	6. State Staff		13. Distributive Education
	7. Teacher Educator		14. Health Occupations Ed.
	8. Student		15. Home Economics Education
	9. Aide/Tutor		16. Industrial Education
			17. Forestry

RECTYPE 2 & 3

METHOD	01. Technical assistance - telephone	MONTH	01. January
	02. Technical assistance - on-site		02. February
	03. Workshop - statewide or regional		03. March
	04. Workshop - district or building		04. April
	05. Course - off-campus		05. May
	06. Course - on-campus		06. June
	07. Conference - presenter/ facilitator		07. July
	08. On-site visitation - info.		08. August
			09. September
			10. October
			11. November
			12. December
MATERIALS	1. None		
	2. Complimentary		
	3. Loan		
	4. Reference		

RECTYPE 3, Column No./Variable Label/Value Label

16.	Special Needs, General	37.	Mainstreaming, General	1.	Awareness
17.	Disadvantagements	38.	Disadvantaged	2.	Comprehension
18.	Handicaps	39.	Handicapped	3.	Application
19.	Limited-English Proficiency	40.	LEP	4.	Implementation
20.	Legislation	41.	Instructional Techniques, General	5.	Evaluation
21.	Team Approach, General	42.	Disadvantaged	6.	Improvement
22.	Team Approach, Disadvantaged	43.	Handicapped		
23.	Team Approach, Handicapped	44.	LEP		
24.	Team Approach, LEP	45.	Support Instruction, General		
25.	Occupational Exploration and Recruitment, General	46.	Disadvantaged		
26.	Disadvantaged	47.	Handicapped		
27.	Handicapped	48.	LEP		
28.	LEP	49.	Cooperative Work Experience, General		
29.	Assessment, General	50.	Handicapped		
30.	Disadvantaged	51.	LEP		
31.	Handicapped	52.	Vocational Student Organizations		
32.	LEP	53.	Job Placement and Follow-up, General		
33.	Individual Vocational Education Plan, General	54.	Handicapped		
34.	Disadvantaged	55.	LEP		
35.	Handicapped	56.	Advisory Committee		
36.	LEP	57.	Program Evaluation		
		58.	Information on VESN		
		59.	Plan workshop-seminar		

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